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ABSTRACT

A three phase needs assessment was conducted in Oregon to ascertain how important library professionals and paraprofessionals believed continuing education was to their job performance, if their needs for continuing education were being met, and what direction they would like to see continuing education take in the future. During the first phase, 126 public and 126 school libraries were sent two copies of the same questicnnaire to be completed by one professional and one paraprofessional staff member. A 30 percent response rate was received and the responses from school libraries and public libraries were analyzed separately. Selected responses from professionals and paraprofessionals also appear in the report in both descriptive and tabular form. The second and third phases involved meetings with voluntary public and school library groups, and discussions with representatives of training institutions. The meetings and discussions were held to elict responses to problem statements, prioritize needs, and ascertain how training institutions were responding to requests for continuing education. The report concludes with a proposal for a continuing library education plan for Oregon developed as a result of the needs assessment. A copy of the questionnaire, tabular data, and a bibliography are appended. (Author/JPF)

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When Do We Start?

Library Continuing Education in Oregon: a Survey and Assessment of Educational Opportunities

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Peggy Burrell

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PREFACE

The needs which brought about this survey and report are not unique to the state of Oregon. Many states in our nation have similar situations in which their librarians are demanding that attention be paid to more than preparation for the profession. National associations currently attend more to the definition and support of continuing library education than ever before in their programs of action. Out of this focus of energy and attention has grown a unique model for a service facility for the development of model continuing education--the Continuing Library Education Network and Exchange (CLENE), from which we drew much for this project. In one of its early publications, Continuing Library and Information Science Education: Final Report to the National Commission on Libraries and Information Science (May 1974) the CLENE model is described as "reflecting an especially great effort to respond to the highly personal nature of continuing education choices by the individual in terms of content, time, place, sequence, pace and the continuous, convenient availability of the quality and variety desired to enrich careers and make them more satisfying."[3]

In working with the individuals and the institutions who contributed to our project, we found that their expectations for continuing education fit that description, but that their opportunities for achieving such access to continuing education were seen as very limited.

And so with the publication of this report, we will take both views: the optimistic view that such a program for lifelong learning opportunities for library/information/media professionals and nonprofessionals in Oregon is possible, and the currently pessimistic view that "It's not happening yet--not where we can get to it...."

The cover illustration is an indication of that pessimistic current situation. Let us hope that this first step--needs assessment--gives us a starting point, and that in the next few years we will be able to "color in the dots"--to add symbols for continuing education sites and efforts which aren't currently shown on the map.

Our survey was a market sampling, not an exhaustive effort. Our returns were encouraging; much that was said was positive, rather than negative. Because of the design of the sample, we have a representation of conditions rather than complete and accurate data. We hope that it will be seen as contributive rather than critical; that institutions which can be a part of continuing library education will use this data to create real and worthy educational opportunities in as many locations as possible.

The sections which follow are drawn directly from those interviews and public meetings and questionnaires--from the words of those who are saying, "When do we start?" Our thanks to each for the contributions made...let's hope we start as soon as possible!

"WHEN DO WE START?" CONTINUING EDUCATION IN OREGON IN 1978

At one of the gatherings of public and educational librarians, after the two-hour discussion that was both energy-generating and energy-draining, one librarian suddenly said,

"But what will you put into the report?"

The question was turned back to the group. What should go into a report on this lengthy inquiry of so many capable people, so aware of their limitations and so earnest in stating their need to improve their ability to respond to impatient students, inquiring businessmen, curious kids and lifelong learner retirees?

"Put in something about the never-endingness of continuing education... state clearly the variety of needs. Tell about what we've brought up in these group meetings about the kinds of training we need to meet the specifics for tomorrow's classrooms of kids.

"Sort out the questionnaire data as many ways as possible so people can get on with plans for improving continuing education--not just at the universities, but in all the other possible learning places.

"And don't forget to show that though there are some differences in the needs of paraprofessionals and professionals, we're in this together and need to know how best to talk with each other and work as compatriots in this thing we call service to patrons."

It took a Governor's Conference on Libraries and Information Science to bring us to the realization that conditions in the library field are not only changing, but that they need immediate attention.

As a nation, we've become more and more conscious that the population balance has shifted. Not only do young adults outnumber children of elementary school age, but the median age of all Americans advances each year. The number of people fifty-five years or older has increased by more than five million during the 1970s. What does this mean for librarians?

Each of the social service professions has separately but concurrently realized that the population shift implies new training for those within the profession. A currently popular statement (perhaps fact, perhaps part-truth) is that library jobs are fewer, and that there is less opportunity for librarians to move from one job to another.

A strikingly parallel description of the situation is found within a discussion paper prepared for the Oregon Teacher Standards and Practices

Commission in September 1977 which quotes a 22-state group known as the National Council of States on Inservice Education as follows:

> A variety of economic and population factors have created a situation wherein it is unlikely that the nation's teaching force will be appreciably changed by an influx of new teachers to the profession. The declining birthrate, as well as economc factors, has resulted in the decline of new teaching positions and stabilization of the present teaching force. Moreover, since a sizable number of our present teacher force is below the age of forty and because of the dramatic decline in the mobility rate, it is not likely that a large number of teachers will be leaving the profession in the near future. Among other things, the major consequence of these trends is that in the next several years, the teaching force wll be primarily composed of individuals who are currently employed. Therefore, states in the Council concerned with the improvement of teaching effectiveness recognize that in the years ahead, greater attention must be devoted to providing increased and expanded inservice education opportunities for...staffs.[14]

Translate teachers to librarians and inservice education to continuing library education, and we find that a good part of the library world has been uncomfortably aware of this situation for several years. During this time that awareness created a splendid problem-solving organization known as the Continuing Library Education Network and Exchange (CLENE). Centered in Washington D.C., organized originally as an ad hoc problem exploring activity, this group moved into its work with such verve that any library training organization or individual not aware of their materials for planning programs and instruction is surely amiss.

Using these materials as the core for our own exploration of the current state of affairs in Oregon, we began the assessment of library needs and educational activities, always conscious of the cautions to "remember the geographic, professional and demographic differences which exist over the state." The design for the first phase of the assessment, a sampling by questionnaire, is discussed in a following section. It took the form of a marketing survey: "only those interested return the surveying instrument...." The second and third phases, meetings with voluntary public and school library groups, and discussions with representatives of training institutions, are reported in later sections.

Oregon <u>is</u> a geographically and demographically diversified state, contrary to its image in travel advertisements and college recruitment brochures. Its libraries and information centers range from tiny collections in taverns and city halls to broadly diversified university and public information systems which include a variety of public services and information retrieval processes. The people who make these varied systems work are as dissimilar as their institutions, and their educational and professional backgrounds defy standard descriptions.

"Professional librarian" as a job title in Oregon is much broader than those standards which come from 50 East Huron Street in Chicago, for the budgets of small towns often don't allow for a 40-hour paid work week, and may not attract the skilled professionals who want the backing of an up-to-date constantly weeded reference collection.

The history of library development in Oregon has not been widely publicized. But several trends are visible even today. A conservatively developed state library system which came late to the ideas of regional library development and resource sharing. A division between educational and public library services, the first under the State Department of Education, the second under the jurisdiction of the Oregon State Library. Professional associations who recognized each others' existence, but who rarely engaged in any systematic or regular cooperative activities.

Little wonder, then, that those who work in the libraries in this state are becoming more and more vocal about their professional lifelong learning expectations. Our public meetings, lively and involving, were full of positive suggestions for practical applications.

"Why not make better use of the educational opportunities available through business and industry's training sessions? Why not more staff exchange activities such as the exchanges encouraged by the members of the Northwest Association of Private College and University Libraries?

"Why not videotape topical training sessions at conferences so the information could be used at various locations around the state by individuals or organizations?"

Herein lies an important aspect of continuing library education: adults who are currently employed, who are contributing members of a community, have different needs and styles of learning than when they were students. Our institutions of higher education are becoming more aware of this. But it is the adult education profession which has brought the concepts and the theories of adult learning into practice. It is from them we must take our cues for continuing education for librarianship. Use short sessions, intensive learning, lots of interaction; do more with internships; focus more on immediate practical application of what is learned.

Malcolm Knowles, in his Modern Practice of Adult Education,[6] reminds us that adults are not satisfied to be taught at. Our public meetings with Oregon's public and school librarians bore that out. Both are suggesting that there are so many sources of information and instruction in the topics which are important to practicing librarians, and that we have simply not begun to make use of them.

The myth that all librarians want credit for coursework taken is untrue.

The myth that librarians will not make use of the new media is untrue.

In eastern Oregon, Wallowa Valley Activities Program (WVAP) is a model continuing education program which offers a wide variety of learning sessions to which people may come to learn or to offer to teach. Located in Enterprise, WVAP is also "trying to plug in to Eastern Oregon State College to give credit in certain areas." Will EOSC be open to this? Will red tape from accrediting and coordinating institutions restrict this cooperative effort so much that it fails?

In southern Oregon, since 1975, Jackson and Josephine County Library Systems have carried on a cooperative staff development plan to "constantly improve the whole staff's capabilities to deliver present library services and programs to the public in an increasingly accurate, efficient and courteous manner and to prepare employees for delivery of new services needed by the public." (Overall Program Goal statement[18])

"Well, now that the School of Librarianship is no longer a central educational institution for librarians in the state, what are we going to do about education of our librarians and information specialists--and media specialists?"

Institutions do not go on forever. And when we see those we've nurtured begin to fade, we are reminded once again that institutions, like people, begin an energetic youth, a contributive middle life, but eventually begin to fade.

Continuing education, by its very name, suggests that we may need to look at another model for training: one which depends not on one or two institutions, but which draws upon all the sources of teaching and learning which might be of use to those who wish to engage in lifelong learning. A larger, more comprehensive model.

There is little that is truly new to report from our surveying and questioning project. But there is verification or all that we suspected. And more.

We found that librarians will come to a two-hour meeting at the end of a long working day with only the promise of an opportunity to talk with each other about "some new ideas on delivering library/media/information education in Oregon." We found that they have been satisfied that their degree work was appropriate for beginning their careers, but that the additional knowledge and experience now needed cannot be found in a college classroom.

We have found slight differences in the priority given to "what we need to know right away" between public and educational librarians, but both are tuned to the needs of their constituencies, and are looking for better ways to meet those needs.

Other state library systems have gone through this process of querying, establishing needs, and designing processes toward programs to meet needs. From them we have learned much. Most of all we learn that coordination and communication are the heart of the continuing education effort. If folks know what is going on, and when, and that it has been

put together with their input as to learning formats and needs, it will succeed in improving the quality of the work of the library staffs at all levels.

THE OSL/OLA LIBRARY CONTINUING EDUCATION QUESTIONNAIRE: WHAT IT SAYS

This survey was conducted in order to find out how important library professionals and paraprofessionals believe continuing education is to their job performance, if they feel their need for continuing education is being met, and what shape they would like to see continuing education take in the state of Oregon in the future. Continuing education was considered to be any form of education that library personnel might take to increase their job performance or improve their chances of job advancement. For the purposes of this study, a professional was considered to be anyone performing professional duties, with or without an MLS. Paraprofessionals included such job titles as clerk, library aide, and technician.

Libraries were selected from the Directory and Statistics of Oregon Libraries 1977 (public libraries) from the Oregon State Library and the Oregon Department of Education list of Certified TV/AV and Library Staff 1977-78 (school libraries). Since there is no complete list of all school and public librarians in Oregon, we sent the questionnaires to libraries, rather than specific librarians. Each library selected for the sample received two questionnaires, one for a professional and one for a paraprofessional. A total of 252 libraries were selected: 126 public libraries and 126 school libraries (including elementary, high school and junior high schools).

We selected an even number of respondents from all areas of Oregon whenever possible, although not all areas had enough libraries to come up to their quota. By selecting an even number of respondents in each zip code area we strengthened our chances of getting back a representative sample, even from the less densely populated parts of the state. The 10 zip code areas in the state were used as area indicators. Within each zip code area, libraries were chosen randomly.

We received 195 of the 504 questionnaires back, for a healthy return rate of 30 percent. The breakdown of questionnaires received was:

Professional	- Public	60 (47.6%)
	- School	60 (47.6%)
Paraprofessional	- Public	43 (34.1%)
	- School	32 (25.4%)

Analysis

Because questionnaires were sent out in an even number to each zip code and an even number to school and public libraries, weighting factors had to be used to draw conclusions about Oregon libraries in general and to combine public and school libraries within a particular zip code. For

instance, if within a particular zip code 80 percent of the libraries are school libraries and 20 percent are public libraries, the answers for school libraries would be multiplied by 0.80 and the answers for the public libraries by 0.20, thus giving the school library answer more weight. This helps to simulate a purely random sample.

The sample was selected by libraries rather than individual librarians and paraprofessionals, so the statistics in this report are given as percentages of libraries. For example, if a particular response is 20 percent it represents librarians from 20 percent of the libraries in Oregon, rather than 20 percent of the librarians.

In this study, school libraries and public libraries were analyzed separately, because some of their continuing education needs are different. Both of these groups also have many common needs. By analyzing them separately, in no way is it meant to infer that many of their needs cannot be met in the same ways, cooperatively.

Professional Librarian Needs Assessed

That librarians feel a need for continuing education and that this need is not being met adequately becomes apparent with this survey. Of the responses from librarians in school libraries, 65.7 percent considered continuing education "very important" and 53.8 percent of the public librarians gave a response of "very important." The school library figure may be higher because of the requirements for the basic norm and standard certification. Almost every respondent listed continuing education as at least "somewhat important." (See table 1.)

As important as Oregon librarians consider continuing education to be, these needs are not being adequately met. In fact, 60.9 percent of public librarians said that their needs are being met "less than adequately" and 40.0 percent of school librarians agreed. Some of the courses school librarians need to fulfill their basic norm and standard certification requirements are nonlibrary courses, and there may be more sources for these courses. This may indicate why school librarians are somewhat more satisified than public librarians. (See table 2.)

The survey results also indicate that the needs of librarians living in less densely populated areas of Oregon are less adequately met than the more populated areas. This is shown by comparing the numbers of librarians replying "less than adequately" from the Portland area zip code 972-- (7.6%) with librarians from Eastern Oregon, in zip code area 977-- (95.0%). Although 978-- is also in Eastern Oregon, it is a more densely populated area, and has some higher education, a community college and other sources of continuing education. Librarians in this area did not indicate quite as high a level of dissatisfaction as other Eastern Oregon librarians. (See table 30.)

The most common reasons given for this dissatisfaction were distance (54.0%) and the subjects offered (47.9%). (See table 3.) These two reasons are related, because almost every subject librarians wish to take

is offered somewhere in the country, but distance soon becomes a factor, because of the expense and time expenditure required. One respondent commented, "Many of the workshops I would like to attend are in the eastern states and cost from $300-$500."

Predictably, in the more remote areas of Oregon, distance becomes more of a factor. In the Portland area (zip code area 972--) 2.6 percent of the librarians indicated distance as a problem, as compared to figures for the more remote areas of 974--, 78.3 percent; 976--, 100 percent; 978--, 79.0 percent and 979--, 69.2 percent. Although some of zip code 974-- is in the Willamette Valley, a great deal of it extends down the southern coast, where distance and travel are more of a problem. (See table 31.)

One librarian indicated that, "There is a great need for a variety of continuing educational opportunities based in Eastern Oregon. The distances we have to travel and costs are prohibitive at the present time. Very few courses or workshops are offered in the area, partially I'm sure because of the sparsity of population. Nevertheless there is a community of librarians and paraprofessionals who need and want further training in all aspects of library services."

Table 32 shows that librarians in less densely populated areas of Oregon are less likely to have an MLS or MS/MA degree than librarians in other parts of the state. Continuing education is especially important to them. It is unfortunate that distance and a lack of continuing education sources make it difficult for them to fulfill their needs.

Continuing education is important for library personnel both for better performance on the job and for job advancement. It provides a means to career goals and ambitions. One respondent summed up the attitudes that a lack of continuing education opportunities can instill: "The status of continuing education in Oregon is appalling. Not only can you not get an MLS degree in this state any longer, but there aren't even lower division classes offered within a reasonable distance. Since it is requisite in library work to have an MLS to advance, the rest of us have to take what is left over. Experience counts for little if one doesn't have the golden degree. I know, as I have been passed over for higher jobs for someone with no experience, but a degree. For that reason library work is not my career, just a job."

Not only do continuing education opportunities need to be available, but libraries must make it possible for librarians to take advantage of these opportunities. One librarian commented, "...our schedules are not flexible enough to allow for work on a degree, unlike another library system I worked in that provided for such continuing education." Incentives such as giving time off, funding travel and registration fees, providing information about continuing education offered and providing continuing education experiences on the job are important. The survey results show that public librarians seem to receive the most help. The most common form of assistance is funding, full or partial (71.7%, public libraries and 51.5%, schools). Librarians are allowed time off for

continuing education in 60.8 percent of all public libraries, but only 19.1 percent of school libraries. Some school librarians are provided information about continuing education opportunities (52.6%), while public librarians do not receive much information from their libraries (16.6%). Few libraries provide on-the-job continuing education (23.4%, public libraries and 2.4%, schools). (See table 4.)

Oregon librarians consider continuing education to be extremely important. Their ability to fulfill this need is hampered by a lack of available sources and incentives offered by libraries. Yet librarians are still able to take some courses and workshops. The number of continuing education experiences librarians have had in the last two-year period varies with the area of the state they live in. The statistics given are in numbers of experiences per respondent. Respondents from less sparsely populated areas have had fewer continuing education experiences in the last two years. The figures for the remote zip code areas were 970--, 2.6; 976--, 1.5; 977--, 1.8; 978--, 2.5 and 979, 1.6; as compared to the less remote areas of 971--, 5.3; 972--, 4.1; 973--, 5.2; 974, 5.1 and 975--, 4.7. (See table 33.)

A need for continuing education for librarians has been established. Statistics indicate that that need is not being adequately met. Librarians are taking the continuing education experiences that they are able to find, in an attempt to meet their needs. What shape would librarians like to see continuing education take in the future in order to more fully meet their needs?

Many of the responses in this survey seemed to hinge on the fact that school librarians consider "credit" to be important, because of basic norm and standard certification requirements. Of the public librarians, 68.6 percent said that "credit is not pertinent," while only 23.7 percent of school librarians considered it not important. (See table 5.) It is not surprising, that of the continuing education experiences school librarians have had in the last two years, 58.7 percent were from higher education, followed by inservice at 20.5 percent. Public libraries were distributed fairly evenly among library or library system (23.5%), state library (23.1%) and professional organizations (19.6%). Both school and public librarians cited the business community infrequently as a source of their continuing education. (See table 6.)

Schools rely most commonly on college courses (49.4%) and outside workshops (38.8%); public libraries rely on outside workshops (58.9%) and inhouse workshops (32.7%). (See table 7.) As far as location of continuing education opportunities, school librarians would prefer college classrooms (80.7%), probably because they prefer college classes. Public librarians showed no particular preference. (See table 8.)

Public and school librarians have different scheduling constraints. School librarians usually have summers free, while public librarians have problems scheduling around summer vacations. Also, public librarians favor daytime continuing education opportunities, probably because public libraries are more likely to offer time off during the day. Schools

favor evenings (79.3%) and summer and vacations (74.9%), while public librarians prefer evenings (67.6%) and days (62.9%). (See table 9.) Table 10 shows that librarians from school libraries are somewhat less likely to prefer September to November and April to May than those from public libraries, probably because of preparations for the beginning and end of the school year. Several respondents mentioned January to March as a less preferable time for classes or workshops offered at any distance from home, because of bad weather conditions.

When given choices of how often and for what periods of time to offer various forms of continuing education, public librarians favored days and school librarians, evenings. For workshops with group interaction, librarians from public libraries preferred one-day (74.7%), two-day (57.4%) and one-weekend sessions (52.1%), while those from school libraries favored evenings, once weekly (45.0%), with the other choices fairly evenly distributed. For lecture/demonstrations, public librarians favored one-day (70.8%) and school librarians, evenings, once weekly (75.8%). For apprenticeship or internship, public librarians, one week (75.9%) and school librarians, one week (45.1%) and evenings once weekly (44.2%). (Tables 11-13.)

Concerning scheduling, one librarian said, "Continuing education courses should be planned far enough in advance so that they can be budgeted for," and another commented, "I feel the greatest need in continuing education is...enough advance notice so librarians and library personnel can make plans to attend continuing education classes."

Some library settings make it more difficult to schedule long periods of time for continuing education. As one respondent indicated, "I have only attended one-day workshops. Since I am the only librarian (myself and volunteers), it is hard to take greater periods of time off."

Librarians were asked how they would prefer to learn new skills and theory. Response indicated they would prefer to learn skills from well-known experts (69.2%) and expert peers (64.5%) over university professors. Those who preferred well-known experts and university professors would usually rather receive their information via lecture (61.6% and 79.4%, respectively), while those who prefer expert peers usually favor one-to-one interaction (82.5%). University professors were rated more highly for theoretical instruction than for the teaching of skills, and lecture is preferred no matter who the teacher is. (See tables 14-17.)

Librarians prefer "in-person" modes for learning new skills, rather than modes in which they are unable to interact with the teacher (such as audiotape or radio, film or television, and print). Internship, possibly because of the time involved, was not often indicated, nor was programmed learning.* Live lecture, live demonstrations and discussion/practice

*(Interestingly, during the group meeting sessions, librarians invariably brought up their interest in internships, indicating they were interested, but felt that support for this experience simply would not be forthcoming.)

were favored by librarians in both school and public libraries. For learning theory, the preferences were similar to those for learning skills, except print gained as a method of learning. (See tables 18 and 19.) One librarian suggested, "Field trips (short or long) to other libraries, etc., are an under-rated source of continuing education. Informal resource and experience sharing could be encouraged."

Besides having opinions on how they would like to learn, librarians also have particular preferences about what they learn. Both school and public librarians were very interested in continuing education topics dealing with "working with people" (Q 18) and "financial planning and budgeting" (Q 19). They were least interested in "work management skills" (Q 20), "technical skills" (Q 24) and "theory for decision making" (Q 22). "Updating professional coursework" (Q 23) was of moderate interest to librarians. (To see the various specific topics these categories included, see the questionnaire in the appendix.) Overall, librarians were less interested in theory than in courses that would give them immediate results on the job. (See table 20.) Public and school librarians have some similar and some dissimilar information needs, as the topic preferences in tables 34 and 35 show.

In tables 20, 34 and 35, numbers have been assigned to each of the topic categories. These numbers were developed from the precentages for the responses indicating willingness to take the courses. A response of "would" was assigned a number 2.0; "not sure," 1.0 and "would not," 0.0. A topic or topic category with a number approaching 2.0 would mean nearly everyone wanted to take the class or workshop, while 1.0 is a "lukewarm" rating, and a number near 0.0 indicates disinterest in the topic.

It should also be mentioned that there are many courses not considered to be "library courses" that librarians would benefit from taking. One respondent commented, "Because of the wide variety of problems that libraries encounter, almost any educational experience provides some help." Another mentioned, "I took classes in puppet making, genealogy, and literature and poetry of the Pacific Northwest. Although these were not termed library courses they were helpful to me as librarian in a small library." There are many sources for "nonlibrary" courses.

Librarians have indicated their preferences concerning the shape of continuing education in the future in Oregon. How will all of this come about? Many respondents stated, "I feel that the greatest need in continuing education is a coordinator...." The survey listed three possible contributors to continuing education in Oregon: the State Library, professional associations and the business community. Respondents also were given several choices about how these three groups might contribute.

In table 21, the numbers in the "NA" columns indicate that more librarians preferred coordination of continuing education by professional organizations and the State Library over the business community. Those who felt the business community could play a role tended to define that role as

instructional (46.8%). Program design would be entrusted to professional organizations (65.9%) and information about sources of continuing education to the State Library (71.1%). Fairly large numbers of librarians also saw the State Library in an instructional role (43.7%) and as a program designer (42.0%), with professional organizations seen as providers of information about sources (52.8%).

Various library organizations in Oregon have publications which might serve as informational sources about continuing education. The respondents of this survey belong primarily to two professional organizations. Responding public librarians are generally members of the Oregon Library Association (66.5%) and responding school librarians usually belong to the Oregon Educational Media Association (76.7%). (See table 22.) Both OLA and OEMA publish newsletters. The Oregon State Library also has a newsletter widely distributed to Oregon libraries.

Librarian respondents had many ideas about how professional organizations and the State Library could serve as coordinators of continuing education in Oregon. One respondent suggested that professional associations could develop educational packages to be sent throughout the state as workshops. The State Library or the Division of Continuing Education could serve as a clearinghouse and/or storehouse of audiovisual materials that might be used for local continuing education programs. A toll-free, statewide telephone line for continuing education information, perhaps through the Oregon State Library, was also suggested.

Paraprofessional Needs Assessed

Paraprofessionals were also surveyed, using the same instrument, to see in what ways their needs might differ from professionals. Their feelings about continuing education are very similar to those of their professional counterparts. Paraprofessionals also consider continuing education to be very important and feel that their needs are being met less than adequately. (See tables 23 and 24.) Distance and the subjects offered are both major reasons for paraprofessional dissatisfaction with current offerings. The "times offered" seems to be more of a problem to paraprofessionals (44.7%) than for professionals (29.5%). Table 25 shows that public library paraprofessionals are less likely than professionals to receive time off than professionals (45.9% and 60.8%, respectively). Paraprofessionals receive few incentives from libraries to attend continuing education opportunities, especially those working in school libraries. (See table 26.)

Paraprofessionals have taken about half as many classes (1.8, school; 2.3, public and 1.9, overall) as professionals. They use the same sources to fulfill their needs, with the exception that public library paraprofessionals rely more on their library or library system for continuing education. (See tables 36 and 37.)

The characteristics that paraprofessionals would prefer to see in a continuing education program seem to be shaped more by the type of library they work in, school or public, than by the fact that they are

paraprofessionals. Their scheduling needs, methods of learning new skills and theory, teacher and source preferences, and class location are very similar to those of professionals. The one difference is that credit is less important to paraprofessionals, especially college credit, than it is to professional librarians. (See tables 38-50.)

The topics of interest are different for paraprofessionals than for professionals, probably because their job duties are different. School paraprofessionals are more interested in "developing programs," "working with people" and "updating professional coursework," and less interested in "financial planning and budgeting" than school professionals. "Updating professional coursework" is at the top of the list for public library paraprofessionals; higher than for either professionals or school paraprofessionals. Compared to public library professionals, public library paraprofessionas rate "problem solving" higher and "financial planning and budgeting" lower. School library paraprofessionals rate "developing programs" higher than do public library paraprofessionals. (See tables 27, 51 and 52.) Again, see the tables and questionnaire for specific topics and preferences.

Concerning the coordination of continuing education, paraprofessionals had no favorite method for providing information about continuing education sources (professional organizations, 44.6%; business community, 41.1% and the Oregon State Library, 40.9%). The Oregon State Library was favored for program design (53.7%). (See table 28.)

Paraprofessionals do not belong to professional organizations nearly as frequently as professionals. None of the school library paraprofessionals surveyed belong to any professional organization. Of the public library paraprofessionals, 58.2 pecent did not belong to professional organizations, but 29.9 percent did belong to the Oregon Library Association. There is no obvious professional organization to provide paraprofessionals with a coordinated continuing education program (see table 29) unless they are involved in graphics (GRAFICA) or audiovisual electronics (OEETA).

Conclusion

There is a strongly felt need by both professionals and paraprofessionals for continuing education. This need is not being met adequately, especially in the less densely populated areas of Oregon, because of the distances and lack of continuing education sources. Libraries could encourage continuing education by providing more incentives in the forms of funding, time off, information and especially continuing education on the job (inhouse workshops).

There are both differences and similarities in the continuing education needs of public and school library personnel. Both groups should be able to take advantage of some of the same continuing education opportunities, but courses need to be designed around the scheduling preferences, subject needs, credit requirements, methods of learning preferred, convenience of location, etc., of both groups. Especially in less

densely populated areas, cooperation between school and public library personnel for continuing education programs is very important.

There are sources of continuing education that have been overlooked in the past. Many courses are offered which are not termed "library courses," but which are of much value to library employees. For example, this survey showed that the business community is essentially overlooked as a source of continuing education. This is unfortunate, because such people are often highly competent in teaching personnel relations, coping with community politics, assessing the information needs of the community, teaching financial planning and budgeting and many other subjects.

The overriding need that this survey indicated is a need for coordination of continuing education in the state of Oregon. The most likely candidates are the Oregon State Library and professional organizations, especially the Oregon Library Association and the Oregon Educational Media Association. Library employees need a central source of information about continuing education opportunities, a coordinated program design and continuing education offered close enough to their homes to make attending feasible.

Respondents were enthused about the possibility of a strengthened continuing education program in Oregon. They communicated this with comments like, "I look forward to the time and availability of continuing my education," and "The course suggestions sound really exciting--when do we start?"

OUT TO THE FIELD: THE MEETINGS WITH PUBLIC AND SCHOOL LIBRARIANS

Library leaders in several areas offered to bring together public librarians, library media specialists and aides for an opportunity to work together on problem stating and discussions of continuing education alternatives.

Each meeting began with an overview of this project, then went into a problem statement activity:

1. What would I want to improve or change in my professional skills?

2. How would I prefer to learn--or change?

3. What's been the problem with continuing education until now?

The responses, a sampling of them from each area, were enlightening. Most librarians cared most about problems to be met the next day: better methods, improved managing skills, how to keep up-to-date on their specialities. Long-range problem statements were less common.

LA GRANDE AREA:

> "As it stands now, all courses or experiences for degree work are offered in the (Willamette) Valley. This is a handicap for those who would continue their education but cannot afford the expense and time it takes...which is really too bad...."
>
> "I'm always looking for new ideas and stimulation from others' experiences, and updates on what is happening in juvenile literature; I'd work with exchange discussions via videotapes; that might be like a continuing education class coming throughout the year...."
>
> "A weekend workshop by a person with <u>current</u> knowledge of books--couldn't it be held at Eastern Oregon State College as well as at Portland State or Eugene?"
>
> "Administration and supervision courses, either for education or public library work, are all in the Valley...I'd like to see something offered on project and grant application writing locally--not more than a 50-mile drive over a weekend...."
>
> "Intensive workshops for short periods of time, not strung out over 6-9 weeks; I could use credit, but mostly I need ideas and sharing and learning, to generate enthusiasm in myself...."

"Business and industry leaders, through seminars, could teach me management and supervisory skills...."

"A workshop from someone in our area who's a specialist in reading and/or reading guidance...or even classes at the IED."

"I need further technical knowledge in the use of TV and 8mm film equipment for local production; why couldn't I arrange through the college in the Valley where I'm doing graduate work to apprentice for a period of time with a local IED person competent in this area?"

"There's a lack of any but the basic courses in "selling media" to the classroom teacher; utilizing nonprint materials--couldn't that somehow be organized into course packets by mail? Teachers want to know how to incorporate media materials for reading, language arts, etc...with the media experience I've had, I could help 'translate' this...."

"I'd want to explore an exchange program with other schools in the state with TV capabilities to learn more about the capabilities of TV studios, and improve my expertise...."

"Couldn't the IED offer workshops--during the year, or short noncredit summer classes--on making better use of a/v equipment, especially <u>different</u> uses, and kinds of mikes and set-ups...?"

"If the trainers could come from various places in the state to work in the IEDs with media people in new concepts, etc.--even if they'd just come to the <u>middle</u> of the state for three-day to one-week sessions...."

"As an aide, I'd like to work more in a management team style, working together on problem solving--and on the importance of understanding goals and objectives and implementing them...."

WASHINGTON COUNTY AREA:

"I'm on the IED library buying committee, and we find most valuable the sharing of experience-related information... couldn't these sessions be videotaped and shared?"

"A regular continuing education newsletter is needed to keep us informed of workshops and other continuing education offerings appropriate for us...."

"I'd like to see more interaction and exchange of ideas between librarians. Though we may <u>seem</u> close to Portland, 20-30 miles per evening is a long way, and taking classes on the problems and issues in media centers surely isn't the only way to stay in touch. Besides, you can take such a course only so many times!"

"For sharing about new materials and new ideas in elementary libraries, I'd prefer a workshop, not a class...."

"If only the educational hierarchy understood the important of visiting with people who do work similar to ours in a district comparable in size and character to our own--the value return is immeasurable...."

"Survival tactics in equipment repair--beyond just lamp changing; new techniques in graphics; understanding the computer booking systems and the ins and outs of the IED catalogs...I need help!"

COLUMBIA COUNTY AREA:

"Credit is not always important. A better exchange between public and school librarians makes a difference; it has helped in Columbia County. Classes or meetings are needed in:

--New and creative ideas in teaching library skills
--Introduction to new media equipment

And we need a series of statewide meetings of professionals at county levels, directed by the state librarian, to develop higher professional standards for librarians...."

MULTNOMAH/CLACKAMAS AREA:

"I'd like to know more about networking--especially on a tri-county, regional and state basis--to get library materials to our patrons...."

"Isn't there a way for us to explore universal borrowing through the new technology so that circulation systems and standardized cataloging can be accomplished, even if in some modified form?"

"To develop an innovative, strong middle school library program, I need more exposure to existing, strong working programs and the media specialists that developed them...and I need this inspiration and leadership ASAP!"

"How do I get my district and my building to decide whether the library/media center is indeed central or peripheral? And if it is central, how do I gear up an inservice for staff on integrating media into the curriculum?"

"As a public librarian, I need more in the area of political science and current problems...."

"I need additional television/oral communication experiences to speak more eloquently...."

"We need to participate in activities which will allow me--and others--to hold our own at the political decision making level!"

"I need to learn how to engineer more effective communication between the teachers and me to get us all working toward common goals...." "...to move media programs ahead to greater visibility and strength I need assistance in developing effective PR with other administrators and with teachers...."

"As a library aide, give me some form of workshop on story-telling, display ideas, etc....after a few years, it's too easy to slip into a routine if we're not careful...."

"What about classes in program production for elementary pupils using a VTVE...and school finance and how to understand a district budget...?"

"To be a good media specialist I need a broad background in many subjects besides cataloging and how to produce and use media...."

"Who should provide the general overseeing or coordination of educational resources and programs for librarians throughout the state? Oregon Library Association? in cooperation with the State Library? One person...with a committee?"

"Could funds for travel, workshops, etc., in continuing education come from the Oregon State Library? It's hard to find out about possibilities...."

"I need to know how to make the library be more important to the community...."

"I would prefer the option of college credit for library workshops; must it always be so difficult to plan ahead for such options?"

"We need paraprofessional training for library aides in the local area...."

"I'd like more evaluated sources of skills instruction for elementary students...couldn't OLA and OEMA include this in their newsletters?"

"Need help in getting ideas for planning interesting, low-cost library programs...."

"How do I deal with the situation that arises when employees assess their needs differently than their supervisor does?"

"How can I finance staff participation in short-term workshops? Inservice money? Would the School Board provide funds--and how should I present my request? Would the county? Or how could I motivate staff towrd investing their own money to better themselves?"

"I need continuing sessions offered in a scheduled sequence over a period of a year or two for planning local activities...."

"I feel a need for standardized guidelines for the teaching of skills at specific grade levels throughout Oregon...."
"...perhaps a professional organization (OEMA?) could draft such guidelines, the State Board of Education adopt them, and the school districts then implement them...."

THE OLA CONTINUING EDUCATION COMMITTEE:

"We already have a model for a continuing education coordinator in the state of Washington; let's get a precis of the coordinator's work, and recommend that such a role be established and funded at the state level...."

"We could certainly used some ERIC workshops for our college staffs...like the one we attended at the Northwest Regional Educational Laboratory a year ago...."

"We need more work with local librarians in "regional" reference...getting to know each other and our specialties...."

"How about courses done by noneducators to give me a sense of what it's like to be an engineer, architect or how to do...?"

FROM AN INTERSTATE LIBRARY PLANNING COUNCIL MEETING:

"How about some continuing education for librarians that is centered around locally developed inservice education "Products" to cross-fertilize between public, special and educational librarians and the business world? Such as the NWREL "Program Evaluation Skills for Busy Administrators," the Washington State Library administrative skills sessions, or the WAECT/OEMA annual leadership sessions? Or even individual resource sharing by experts?"

"How about the colleges providing the <u>location</u> and the <u>advertising</u> and the professional organizations providing the <u>content</u> for some short workshops?"

"How can we set up a clearinghouse for audio and video cassettes for continuing library education? We have some people and some cassettes--what we need is to know what to capture, and then how to disseminate it to those who could make best use of it, like folks in the eastern and southern parts of Oregon...."

"We agree that directories are vital to our networking activities; how about a process which systematizes the creation, updating and publication of them, and some way to train new folks to take small pieces of the action so it's not such an overwhelming task...."

"We need to learn how best to 'keep in touch'--close by, distant, across political and geographic boundaries--if we're ever going to be good at network librarianship...."

"Wouldn't it be great if we began 'each-one-bring-one' program sessions for training on specialized tools and services, quarterly or more often...and bring not only ideas, but someone who hadn't attended before?"

"How about sponsoring information sessions on information promoted by other agencies: census, post office, federal information center and such?"

"Could ILPC itself become a way to promote the rotating of staff members...a type of internship or exchange program with legitimacy?"

"How about intergroup cooperation for programs for meetings--Special Libraries/Oregon Educational Media Association/Public Librarians Association/Association of Records Managers and Administrators, etc.--with ILPC as coordinating unit?"

YAMHILL COUNTY AREA:

"The problem as I see it is not knowing exactly what courses the district requires, coupled with the fact that no continuing ed classes are offered in McMinnville or even in Yamhill county...."

"I want to learn more about information retrieval and computer content...I don't know what's available and have trouble finding out...."

"I need an update on media evaluation in order to save money I've been spending on ordering media for preview; perhaps by pooling of sources at a central location? Other areas have Media Fairs...."

"I need to know what courses are to be offered throughout Oregon in order to further my media education...."

"Library skills: I need advice on how to teach them better!"

"I don't work at the building level--yet I need to know more about books--print--systems--selection--processing; I need to know more about building level concernings about these. I need to become expert in printing processes, and to know more graphics tricks...."

"How can I keep current with: (1) ALA cataloging rules? (2) New reference materials? (2) New trends? (4) Effective programming? (5) Selection of special education materials?"

"I need book displays for grades 1-4: selected, not one company's collection. I haven't time to read reviews; there are just too many titles...."

"I need to know how to budget and choose appropriate curricular materials to meet district course goals and competencies...."

MEDFORD AREA:

"Need assistance in planning for and implementing computerization of library service, especially circulation control...."

"I need help in procedure writing and flow charting for routine repetitive tasks...from SMERC? OEMA Conference? SOSC?"

"Now that the Northwest Association of Private and University Libraries and OCLC have brought about that electronic link which allows for universal borrower cards, let's improve the base links for other libraries!"

"What are the vehicles for teaching by 'impact' presentations? If an administrator can't 'see,' how do we help that administrator to learn?"

"We need to sort out ways to free staff for learning sessions...."

"So we do get more continuing education going...what can we teach simultaneously which helps participants demonstrate the values received from such training--and carry it outward to others 'who weren't there'...?"

"Could Washington and Oregon cooperate on funding a continuing education consultant/coordinator? We're close enough that much of what we can offer is available to participants in both states...."

"Would most administrators see week-long staff exchanges as profitable expenditures of time?"

"What about educational resources outside the state? Exchange programs exist many places. How do we find out about them?"

"Why can't the professional associations like OEMA provide one-day workshops on problem areas like the Confederation of School Administrators is doing for their people--and provide them on topics like accountability, evaluation or training library aides to function in school libraries?"

The discussions which followed the problem statement process were full of further questions, suggestions and puzzlements. At regional and state library meetings, offers to hold additional meetings were made. Only the press of June 1 deadline prevented their inclusion in this process.

Comparing the information gathered through these meetings with the results of the mailed questionnaires, we find that librarians are seeing their needs in more than one dimension. The questionnaires offered them a chance to respond to a most complex question: "How do you wish to learn about what from whom in what learning situations?" But in the group meetings, we heard two additional requests: "We need guidelines to help us keep going in a coordinated direction" and "We need help with the problems to which we must return tomorrow, not only those we think of as long-range."

In this report there will be no listing of the educational opportunities available in the state of Oregon. Through the very definition of the term "continuing library education" and in the very diversity of the survey responses from only two main segments of the library population, school and public library personnel, we eliminate the reasonableness of a complete listing. A perusal of the state's college and university course catalogs makes available one portion of the opportunities for accredited higher education; scanning the course catalogs available from the community colleges and other lifelong learning sources elicits another group of offerings. Adding in educational experiences in all the other possible formats offered through conferences, institutes, business training and individualized learning would simply take more time that the result would be worth for this report.

Would using the computer to generate such a regionwide data base be such a technological dream? For librarians it ought to be a cinch. After all, we have the capacity to pull titles out of ERIC (Educational Resources Information Center), citations out of various abstracting and indexing sources such as CIJE (Current Index to Journals in Education) and SSCI (Social Science Citations Index).

What is needed first is a rational procedure by which any prospective learner moves from a description of personal goals and objectives into an exploration of the many opportunities on which he or she might draw in order to expand professional educational horizons. And this exploration should be available through a statewide and regionwide continual listing of continuing education possibilities maintained through the Statewide System of Higher Education in cooperation with the Continuing Education consultant for the State Library, computer accessible by descriptor and updated constantly.

Suffice it, then, to note that with the demise of the School of Librarianship at the University of Oregon, there is currently no institutional single point nor any coordinated attempt between institutions to cooperatively create a pool of continuing library education for on-the-job professionals or paraprofessionals.

WHERE IS CONTINUING LIBRARY EDUCATION HAPPENING? THE EDUCATING INSTITUTIONS

First, a clarification.

> Gone is any vestige of belief that professional education, or any that precedes it, prepares one for a lifetime of work. In a social and economic setting that will demand continuing education for all citizens, from entry job to retirement, librarians know that they face the necessity of planning to add regularly to their basic library education.[2]

In library continuing education, there must be many "educating institutions" beyond those we refer to as institutions of higher learning. At one of the public meetings, school and public librarians created a display of their ideas of education sources. It looked like this:

ASSOCIATIONS which provide CONFERENCES or PUBLICATIONS:

- Oregon Educational Media Assn.
- GRAFICA (of OEMA)
- Special Libraries Association
- Oregon School Supervisors
- Assn. for American Records Managers and Administrators
- Tektronix & other businesses
- American Assn. of Univ. Women
- American Management Associations
- Oregon Press Women
- Conf. of Oregon Superv/Admin.
- OEMA/District Level Assn.
- National School Public Relations Association)
- International Reading Association
- Oregon Assn. for the Education of Young Children
- Oregon Library Association
- American Library Association
- Delta Kappa Gamma
- Interstate Library Planning Council
- NW Film Study Center
- Assn. of Regional Media Centers of Oregon

HIGHER EDUCATION AND CREDIT COURSEWORK

- Portland State University
- Lewis and Clark College
- Southern Oregon College
- University of Washington
- Blue Mountain Community College
- Division of Continuing Education
- Jackson County IED
- University of Oregon
- Oregon State University
- Oregon College of Education
- Portland Community College
- Lane IED
- Lane Community College
- Mt. Hood Community College

OTHER

- Private industry incentive programs
- Cannon Beach/Haystack sessions
- OMSI programs
- National and regional institutes
- Other state library/media conferences
- Community schools programs
- Countywide organization
- School district inservice and work/credit programs
- Tavern seminars
- Professional leadership training sessions
- Apprenticeships, internships and job exchanges
- Federal agency sessions and publications

Nationally, on-the-job librarians have prioritized the parts of an operational definition of continuing education. Oregon's librarians came up with similar results.

> "The top seven phrases, in order of priority, are that continuing education:
>
> 1. Implies a notion of lifelong learning as a means of keeping an individual up-to-date with new knowledge; it prevents obsolesence
> 2. Includes updating a person's education (e.g., makes an individual's education comparable to that of a person receiving a like degree at the present time)
> 3. Allows for diversification to a new area within a field (e.g., supervisory and management training)
> 4. Assumes that the individual carries the basic responsibility for his or her own development
> 5. Involves educational activities which are beyond those normally considered necessary for entrance into the field.
> 6. Is provided for all personnel, professional and supportive
> 7. Includes the "refresher" objective (e.g., the review of once familiar materials to sharpen up the skills and knowledge once had)"[4]

Such a broad definition! Who could imagine just one institution attempting to meet that diversity of demands! And yet many of us in Oregon have "left it all up to the Library School," both in our future-plannings and our plans to meet immediate needs.

Before we can begin drawing our realistic picture of educating institutions we must accept these premises, evolved from the surveying:

> No one institution can successfully meet the needs for all aspects and types of continuing library education.
>
> All possible sources of education and training must be explored and brought into the continuing education plans.
>
> A coordination of key personnel at these education sources, and of the means by which they plan their programs, is imperative, as well as the publicity about their programs.

Why? We contacted a sampling of educating institutions. We wanted to find out how they currently respond to requests for continuing education. We hoped to find out how responsible they felt to continuing education for library/information/media. A feeling of poignancy accompanied most of these interviews, for nearly every session left the interviewer aware that continuing education is the stepchild. Those who've graduated must now make their own way. Coordination of educating efforts is much too complicated by the red tape of institutional existence. Each institution looked to another undefined institution to do the work.

All agreed that coordination by the Oregon State Library would bring about a "legitimacy" for continuing education efforts. That such coordination might result in a source for statements of need for courses. That from these it might be more realistic to plan library education programs. The current, "maybe we could teach a course in _____" could hardly be called planned programming. In each interview these ideas would occur spontaneously. Then would come the suggestion for "a state continuing education coordinator." And the characteristics--and tasks--that job would entail.

From that point, each interview became either a description of possible learning experience or a naming of the other institutions which might be responsible for those learning experiences.

Most colleges and universities say they have not "heard from the field" about clearly felt needs for courses beyond those now offered. There is little agreement over what constitutes "proper" coursework for on-the-job library/information/media personnel.

Librarians on the job identified many immediate coping and performance skills they need. These are included within this report. But these have rarely been seen as "appropriate coursework." Sometimes because they seem "too simple to be a course"; other times the effort required to get past current course regulating procedures seemed not worth it.

Exceptions do exist. But most of these are programs to prepare gradues for entering a profession, not to update, diversify or take the learner beyond coursework normally considered necessary for entrance into a field. Tentative plans for summer courses at the University of Oregon are being drawn up by two committees of the School of Librarianship and the University Library staff. Summer courses are being offered in media at Oregon State University. Where else will librarians find "beyond the basics" education?

A strange anomaly: training and educational institutions interviewed seem not to be able to visualize courses as appropriate unless those courses were structured within "a program," with "library" or "media" as a word in the course title. Cooperation with other institutions, or even with other departments within the same institution, in offering jointly sponsored courses or workshops was not a part of institutional thinking. "Oh, yes--I guess we could do that..." But no initiating of the idea.

To summarize: currently the perceptions of library/information/media trainers are rather far apart as to:

Which skills are needed to capably and creatively operate a public or school library

What amount of theoretical knowledge is necessary in a continuing library education program

What experience and expertise is appropriate for teachers of such courses, workshops or institutes

Which educational/learning settings are most realistic for adult learners

Can they be brought closer together?

Who else is involved with library continuing education? Professional associations were identified as the next "education providers." Their usual vehicles for delivery of education are publications and conferences. Their problems?

-- Continually changing leadership limits long-range planning.

-- No "owned" location where they may provide activities makes for difficulty in planning very many opportunities for members.

-- Volunteer rather than funded staffing limits the associations' ability to spend large amounts of time at educational efforts or committee work.

Smaller organizations with more limited geographic areas seemed better able to focus on improving members' professional skills. Monthly meetings, annual and semiannual conferences, sporadic workshops: each is seen as a small but hopeful step in bettering the profession. (Although special libraries were not identified as part of the population for this study, other library groups have much to learn from their associations in providing for the educational needs of their members.) For example, an annual leadership workshop concentrating on organizational skills is offered members of the Oregon Educational Media Association during the summer. Experts in the field help with instruction, though the process includes everyone in the act. Preconference workshops at OLA focus on public librarians' problems, with regional emphasis.

Still another set of agencies, the intermediate education districts (IEDs), were identified as sources of continuing learning. Some of these IEDs do offer learning sessions--though most are for classroom teachers at this time. As with colleges and universities, there is a problem in getting input as to the needs "out there." Many IEDs have a unique opportunity to deal with both needs assessment and continuing education, for they are in constant interaction with their people, providing regional services to schools through media centers, printing plants and film collections. A professional association which is an outgrowth of these, the Association of Regional Media Centers of Oregon, not only provides continuing education for its members, but has cataloged the teacher inservice and training audiovisual aids of the entire network of Oregon media centers into a single catalog. And these materials are available statewide to anyone needing them.

From the user's point of view, what's been wrong with continuing education in Oregon? The public meetings resulted in extensive and

constructively critical discussions. One resulted in the following chart listing:

WHAT'S BEEN WRONG WITH CONTINUING EDUCATION?

- o A centralized coordinating (agency) does not exist to monitor and coordinate current continuing education opportunities at the state level or at whatever appropriate level for communication to users.
- o Publicity on continuing education offerings hasn't been widely enough disseminated.
- o Offerings have been stationary, not traveling to the working sites; too many people have to travel too far to get to continuing education opportunities.
- o Courses are timed wrong for "working stiffs."
- o Cost of college course hours is just too high.
- o Degree earners need more coursework and internship alternatives.
- o Incentives for paraprofessionals are not yet there: coursework, if existent, is too expensive, rewards are not realistic, and the career ladder has too many missing rungs.
- o Course titles in higher education are not relevant for the supposed target audiences.
- o Budgets, particularly in school libraries, are not designed to allow for substitute staff or other related expenses.
- o Courses are adversely affected by participants' desire for high grades.
- o Staff development activities at local and regional levels haven't been reinforced when they evidence good efforts.
- o Everyone seems to be leaving it up to the colleges and universities when if someone would just plan ahead, we could earn credits (if that is important) through IEDs, cooperative district or public library staff exchanges, professional association conferences or state-of-the-art workshops.
- o And credit isn't always important, but we continue to dodge the issue of continuing education through other agencies by making it sound as if it were.

We find there are some good things happening for continuing library education in Oregon. But they are happening in certain areas, small pockets where leaders and administrators are willing to take on the responsibility for "bringing up the next generation of professionals." One such administrator shared his "continuing education theory" during an interview:

-- Librarians aren't as free to move about as they were in the 1950's and 1960's; funds are tighter, and travel isn't as encouraged...
-- Some folks need to be pushed into advanced work, and library administrators must make a practice of pushing young capable folks to where they can take over the reins...
-- Second subject masters must become a part of the library career...
-- It's up to administrators in the library field to make the arrangements so that the system works for continuing education; develop guidelines for staff exchanges and then push for them; look for financial savings and invest them in continuing education, only then are you doing your job.

Part I: A SUGGESTED LONG-RANGE PLAN FOR MEETING LIBRARY CONTINUING EDUCATION NEEDS

A plan is a beginning. But it will need support--much support. Any new activity is looked askance by those whose lives and endeavors are to be changed by it. Our strongest need will be to work out procedures by which people can reach consensus about the long-range plan, for without agreement among those people, even the best-laid continuing library education plans disappear somewhere between the card catalog and the magazine indexes.

The survey and assessment is accomplished for this year, and needs for this period of time are identified, prioritized and listed within this report. What will become of this effort? Who will do something with the data?

Let us look at a framework upon which we might set our plan, and then at some strategies for reaching those who will be involved in making it more than a paper plan.

A. STATEMENT OF THE CURRENT CONTINUING LIBRARY EDUCATION ENVIRONMENT IN OREGON

1. The political climate at the state level

The Governor's Conference on Libraries and Information Services is accompanied in its timeliness by several other long-range planning activities, including state library staff development efforts and long-range planning for library services in Oregon.

The Executive Department requests for legislative concepts, including specialized library computer services, regional library system development for regional library service areas, state aid to public libraries, the resource library network for access to the major collections of the state and an enlarging of the document depository system, indicate revived interest in the state library as a viable and contributing state agency.

Though continuing library education funding may not be clearly visible within these activities, the impetus is there for those who will support its beginnings.

2. The climate in the library profession

Although the University of Oregon School of Librarianship will not be continuing, there seems to be a strong effort to identify some replacement effort, which may well be this move toward a strong continuing library education program which is not dependent upon one institution or a single form of continuing education.

Other institutions and associations are moving more intensely into creating educational activities appropriate for currently employed librarians/media staff/information services staff.

The roles of those groups in continuing library education activities in Oregon have yet to clearly sort out; it will take some skillful interaction with such groups as the Oregon State System of Higher Education Library Council, Oregon State Library, Oregon Library Association, Oregon Educational Media Association, Oregon Community College Library Association, Northwest Association of Private Colleges and University Libraries, Portland Area Special Librarians, Special Library Association, the Interstate Library Planning Council and the divisions and sections of each of these plus a few others. None of the institutions of higher education has strongly indicated a desire to fill this role to any great extent. The State Department of Education, though involved in certification and accreditation activities, has not indicated any additional role it might take.

B. EXISTING FINANCIAL RESOURCES AND CONSTRAINTS

Within this section, we can indicate nothing new under the sun. Costs for personnel and activities continue to rise; most funding seems to be identified at the federal level, though some has been forthcoming from the state level, as for the Governor's Conference and other activities cited in the first section of this report.

Re-prioritizing current activities and moving toward encouragement of personal investment in lifelong learning have not been fashionable since the advent of extensive federal funds for education, but are certainly not out of the picture when we find no other ways to solve the money problems. Professional associations have already indicated their willingness to redeploy monies within their budgets for education of their currently employed members; perhaps agencies and institutions will begin to do the same.

C. READINESS FOR CONTINUING LIBRARY EDUCATION BY THE PROFESSION: THE DATA

Our surveys, public meetings and interviews were met with only optimistic, positive indications that Oregon's librarians are ready to move into an organized plan for continuing education for libraries. Though distance from coursework, rising costs of college credits and lack of appropriate coursework were constantly cited, these were not indications of lack of interest so much as they were recommendations for updating and enlarging the system to meet the needs of all its component parts and people. (See other sections and appendix for explication of these data.)

Surveys from earlier efforts by professional associations and smaller groups supported this evidence.

D. EXISTING EDUCATING SOURCES

Our section on "The Educating Institutions" has covered this topic rather completely. In summary, each of the institutions of higher education and the other educating agencies contributes bits, but the threads are yet to be woven into the whole cloth of a continuing library education plan. The professional associations and other individuals irregularly provide continuing library education short courses; here again is needed a coordination effort by a single agent or agency. Such a coordinator must be capable of and willing to sort out the threads of needs assessing, data organizing, people coordinating and institutional contacting which must happen before there can be any effective dissemination of information about learning opportunities. This is what the field is calling for; this the agencies seem willing to cooperate with.

E. IDENTIFIABLE BARRIERS AND FACILITATORS

We have made reference to barriers and facilitators within the survey results. Many of the respondents clearly described their existence. Therefore, we will simply list them with brief notes.

1. Barriers:

a. LACK OF FUNDS
Until attitudes change, priorities won't. It is up to the profession, probably first through the Governor's Conference, and continually through other approaches, to teach its constituencies that our best librarians are constantly learning, constantly updating on their craft.

b. LACK OF TRAINING EXPERTISE
Within Oregon, this is not as grim a problem as in some other states, for we have within our ranks many who are more than competent to teach. But can they be released from current jobs to do so? And our higher education training personnel are numbered....

c. UNDEFINED ROLES
Responsibilities and interrelationships have not yet been worked out. Until there is a visible, coordinated state plan for continuing library education, few potential participants will take part in cooperative efforts. For the rewards are few....

d. FAILURE TO AWARD RELEASE TIME
This state of affairs seems most prevalent in the school library and the paraprofessional arena. Re-education of administrators to their responsibility for furthering continuing library education is imperative.

e. LACK OF EFFECTIVE REWARD SYSTEM
Currently, the master's degree or educational certification are recognized as the measures of accomplishment for education. Other professions know the value of the Continuing Education Unit (CEU), of financial reward and of professional advancement in encouraging exemplary performance. How will the library profession encourage the adoption of such practices?

2. Facilitators:

a. SPIRIT OF COHESIVENESS AMONG LIBRARIANS
Librarians and library media specialists in Oregon work together on many things; continuing education will simply be one more cooperative effort which in the long run will benefit both the profession and the public to whom service is directed.

b. OREGON STATE LIBRARY
The new look of leadership at the Oregon State Library brings to librarians a sense of direction and purpose which is encouraging to every branch of the profession. The State Librarian's background in adult education and continuing library education lends authenticity and strength at the right time.

c. EXISTING CONTINUING LIBRARY EDUCATION PRODUCERS
Within the state are a number of models of continuing library education, staff development and inservice education which we, as a profession, will be wise to examine and model: eastern and southern Oregon have both demonstrated "rural" models; the School of Librarianship carried out a "Chatauqua" program and documented it with care; and a number of businesses and educational institutions are formalizing self-directed educational planning. Many more examples can be found to illustrate that we have begun legitimizing continuing education as appropriate to our times.

d. AFFILIATIONS WITH CONTINUING EDUCATION AGENCIES
The Oregon State Library is a member of CLENE (Continuing Library Education Network and Exchange); Oregon's educators have a substantial membership within such organizations as the Adult Education Association and the National Association for Continuing and Adult Education (whose national convention will be held in Portland in late October of this year). Other such affiliations exist, and should be encouraged to enter into working relationships with libraries, intermediate education districts and professional associations within education.

Part II: ORGANIZATION AND ADMINISTRATION

GOAL:

To establish an organization framework to encourage and support continuing library education in Oregon.

OBJECTIVE I:
To assign responsibility for the administration of an Oregon Continuing Library Education Plan to a single specific agency.

ACTIVITY: The Oregon State Library should assume principal responsibility for the administration of an Oregon Continuing Library Education Plan.
ACTIVITY: The following groups should formally endorse this role for the Oregon State Library: the Educational Coordinating Council, the Oregon State System of Higher Education, their Library Council, the Oregon Library Association, the Oregon Educational Media Association, the Oregon Community College Library Association, the Special Libraries Association, the Northwest Association of Private College and University Libraries and the Oregon State Department of Education.

OBJECTIVE II:

To provide the necessary staff to administer the Oregon Continuing Library Education Plan.

ACTIVITY: The Oregon State Library should appoint a Continuing Education Coordinator and the required support staff necessary to organize and administer the plan. The Coordinator should officially represent Oregon in matters of continuing library education.

OBJECTIVE III:

To provide ongoing direction and counsel to the Oregon State Library and the Continuing Education Coordinator for the implementation and administration of the plan.

ACTIVITY: The State Librarian will establish a Continuing Library Education Advisory Council made up of the following members: representatives from the continuing education committees of the Oregon Library Association, the Oregon Educational Media Association, the Oregon Community College Library Association, Special Libraries Association; a representative appointed by the Chancellor from the Oregon State System of Higher Education Library Council; the Supervisor of School Libraries from the Oregon State Department of Education; and a representative from the staff of the Oregon State Library appointed by the State Librarian. This group of seven representatives will report to the State Librarian.

ACTIVITY: The Continuing Education Coordinator will serve as secretary of the Continuing Library Education Advisory Council. The Coordinator will participate in discussions and may make recommendations, but will be a nonvoting member of the Council.

ACTIVITY: If additional professional groups or education agencies believe they should be represented on this Council, they may petition the State Librarian for such representation.

OBJECTIVE IV:

To define further the responsibilities of the various agencies and organizations involved in continuing library education in Oregon and the region.

ACTIVITY: The Council will analyze the strengths, weaknesses and capabilities of the agencies and organizations and will work with them to determine the specific continuing library education roles and responsibilities of these groups.

Part III: NEEDS ASSESSMENT

GOAL:

To continue the identification of continuing library education needs in a systematic manner, to set priorities and to promote continuing library education activities based on these needs and priorities.

OBJECTIVE I:

To analyze existing data to determine continuing library education needs.

ACTIVITY: The Continuing Education Coordinator and the Council will analyze "When Do We Start?" (this report) and the Oregon State Library long-range plan to determine the need for continuing education activities designed to prepare the library community for these next directions in library development in Oregon.

ACTIVITY: The Continuing Education Coordinator and the Council will seek other sources of information about needs from within the library community in an ongoing manner, and will analyze those for the same purposes. In addition, they will identify and reward realistic and relevant educational practices in providing continuing library education to currently employed librarians.

OBJECTIVE II:

To collect and analyze new data on continuing library education needs in Oregon periodically, in a systematic manner.

ACTIVITY: The Continuing Education Coordinator will encourage and solicit information about expressed needs of members of each of the associations and groups through their representatives on the Council.

ACTIVITY: The Continuing Education Coordinator will develop processes by which continuing education providers may identify the needs of the target groups they serve before they plan conferences, workshops or other continuing education activities.

ACTIVITY: The Continuing Education Coordinator will monitor and collect information on trends in the library field, identifying the types of continuing education activities and topics that will help prepare the library community to deal with new technology and new demands for service. The Coordinator will make this information available to conference and education planners in a systematic manner.

ACTIVITY: The Continuing Education Coordinator, the Council and other representatives from the Oregon library community will identify the unique needs of various segments of the public served by the libraries in Oregon and will identify those training topics necessary to enable Oregon librarians to serve these publics more effectively.

ACTIVITY: The Continuing Education Coordinator and the Council will be charged with the responsibility for conducting statewide continuing education needs assessments when they are necessary in order to plan effectively for continuing library education.

OBJECTIVE III:
To provide a mechanism for centralizing the reporting of formal and informal continuing education needs assessment.

ACTIVITY: The Continuing Education Coordinator, assisted by Council members and staff, will collect and disseminate information from producers and instructors conducting continuing library education needs assessments in Oregon and the region.

OBJECTIVE IV:
To establish continuing library education priorities for the Oregon library community based on analysis of needs.

ACTIVITY: The Continuing Education Coordinator and Council will work with each needs assessing organization or group to establish priority-setting processes and to communicate those through the centralized reporting of such assessments.

Part IV: HUMAN RESOURCES AND PROGRAM AND FINANCIAL RESOURCES

GOAL:
To provide the necessary information and resources for the continuing education of all library personnel and trustees in Oregon.

OBJECTIVE I:
To identify the human and program resources available for the continuing education of library personnel and trustees.

ACTIVITY: The Continuing Education Coordinator will identify or design a system to locate and describe resource people and successful continuing education programs in Oregon. (See also Part VI, Objective II.)
ACTIVITY: The Continuing Education Coordinator will work with state groups and the Continuing Library Education Network and Exchange (CLENE) to provide this information on resource people and successful programs on a regional and national basis. (See also Part VI, Objective II.)

OBJECTIVE II:
To formulate a process for resource file organization, maintenance and use.

ACTIVITY: The Continuing Education Coordinator will create and maintain a constantly renewable resource file at the

State Library, weeding unsuccessful endeavors and revitalizing the file with new programs and resource people appropriate to the needs of Oregon's librarians.

GOAL:

To identify and provide for adequate and reliable funding for continuing education activities for all library personnel and trustees in Oregon.

OBJECTIVE I:

To tap available funds by applying to government agencies, private foundations and professional associations which would fund continuing library education activities.

ACTIVITY: The Continuing Education Coordinator, working with the Oregon State Library Development Office, will examine the various programs of the federal government, private foundations and professional associations and prepare the necessary applications for such funds.

OBJECTIVE II:

To maintain and broaden the financial commitment of state funds for the continuing education of library personnel and trustees through the Oregon State Library.

ACTIVITY: The Oregon State Library will seek funding for the position of Continuing Education Coordinator and staff.
ACTIVITY: The Oregon State Library will actively seek additional funds to support and maintain continuing library education activities.
ACTIVITY: The Oregon Library Association and the Oregon Educational Media Association, through their legislative committees, will encourage the state to increase the funding for continuing library education, working, when necessary, through the Continuing Education Coordinator.
ACTIVITY: The State Department of Education will seek state funding necessary to help provide quality continuing education programs for school librarians, working in cooperation with the Oregon State Library, in order to avoid what might appear to be duplicate efforts or identical requests for funding.
ACTIVITY: The Oregon State Library will budget funds to meet the expenses of the Continuing Library Education Advisory Council.

OBJECTIVE III:

To generate funding support for continuing library education efforts from regional library and information systems.

ACTIVITY: The Oregon State Library will encourage regional library systems to budget funds whenever possible to support library continuing education activities, including those produced locally, those shared with other systems and those available through the state and region.

OBJECTIVE IV:

To assess and increase local funding for continuing library education activities.

ACTIVITY: The Continuing Education Coordinator, with the Oregon Library Association, will develop and conduct a survey of Oregon libraries of all types to determine how much financial and administrative support is given to library staffs for travel, leave time, release time, etc.
ACTIVITY: The Continuing Education Coordinator will use these survey results to encourage library administrators and planners to increase library budgets for such items in continuing education of library staffs.

OBJECTIVE V:

To promote the use of personal funds in the pursuit of continuing library education.

ACTIVITY: The Continuing Education Coordinator will work with library professional organizations to develop and implement strategies to create an awareness among library personnel and trustees of the importance of continuing education to career development.
ACTIVITY: The Continuing Education Coordinator and the Council will encourage the concept of release time for continuing education as a part of library policy within all types of libraries in Oregon.
ACTIVITY: The Continuing Library Education Advisory Council and the Continuing Education Coordinator will encourage producers of continuing education activities to plan for ways to reduce the total costs of participating in continuing education activities to individuals, such as identifying low-cost housing, encouraging shared transportation, utilizing low-cost conference sites, etc.

Part V: CONTINUING LIBRARY EDUCATION RECOGNITION SYSTEM

GOAL:

To plan and implement a suitable continuing education recognition system for all Oregon library personnel and trustees.

OBJECTIVE I:

To establish criteria for evaluating the quality of the programs for which Continuing Education Units are awarded.

ACTIVITY: The Continuing Library Education Advisory Council, working with the Continuing Education Coordinator, will initiate a study to result in recommendations concerning the establishment of criteria for the evaluation of continuing library education programs which might be eligible for Continuing Education Unit awards.

OBJECTIVE II:

To provide a system to monitor and approve continuing library education programs which may be eligible to award Continuing Education Units to participants.

ACTIVITY: The Continuing Education Coordinator, working with other qualified individuals, will monitor programs and approve the awarding of Continuing Education Units for selected activities, selection to be based on the criteria established in the study.

OBJECTIVE III:

To formulate a process to record Continuing Education Units awarded to those participants who complete continuing library education programs approved by the monitoring authority.

ACTIVITY: The Continuing Education Coordinator, working with the Division of Continuing Education, will develop a process by which Continuing Education Units are awarded and recorded.

ACTIVITY: The Continuing Education Coordinator, working with the Council, will recommend a system for reimbursing the Division of Continuing Education for actual costs incurred in recording Continuing Education Units as well as a system for obtaining and paying for the compilation of Continuing Education transcripts from the Division.

OBJECTIVE IV:

To create acceptance of Continuing Education Units within the library community in Oregon.

ACTIVITY: The Continuing Education Coordinator, working with the Oregon Library Association and other interested professional Associations, will develop an awareness program to foster acceptance of the concept of Continuing Education Units among library personnel at all levels, particularly library administrators and library trustees.

OBJECTIVE V:

To interface Oregon's Continuing Education recognition system with national standards and with any national system which might be established.

ACTIVITY: The Continuing Education Coordinator will be responsible for monitoring developments on the national and regional levels, for keeping other members of the library profession in Oregon informed about these changes, and for adapting Oregon's programs to these national standards and recognition systems.

Part VI: CONTINUING LIBRARY EDUCATION COMMUNICATION AND INFORMATION

GOAL:

To create an effective system for communicating information about continuing library education in Oregon and the region.

OBJECTIVE I:

To create an awareness of the importance of continuing library education among the members of the library community in Oregon.

ACTIVITY: The Continuing Education Coordinator will work with continuing education committees from each of the professional library organizations in the state and region to promote interest in continuing library education by focusing interest on the topic with programs at conferences, meetings and educational sessions, using brochures, exhibits and presentations wherever appropriate.

ACTIVITY: The Continuing Education Coordinator will be available to make presentations and attend meetings to promote interest in continuing education.

ACTIVITY: The Continuing Education Coordinator will develop news releases as required to publicize continuing library education in Oregon's newspapers and other news media.

OBJECTIVE II:

To make the Oregon library community aware of continuing education opportunities to which they may avail themselves.

ACTIVITY: The Continuing Education Coordinator will compile a monthly calendar of continuing education activities which will be published and distributed by the State Library.

ACTIVITY: The Continuing Education Coordinator will develop a phone and mail communications linkage which includes:

1. Professional association leaders (local, state and regional) and their newsletter editors
2. Higher education librarians and library professors
3. Special groups, such as the Interstate Library Planning Council, and the Governor's Conference on Libraries and Information Services
4. Continuing education professionals in higher education and the business community
5. The Educational Coordinating Commission
6. Public, education and special libraries

ACTIVITY: The Continuing Education Coordinator will carry on constant contact with these groups in order to obtain an early awareness of plans for continuing education activities.

ACTIVITY: The Continuing Education Coordinator will develop an articulated bank of continuing library education opportunities which can be easily updated, and which will have the capacity to compute general listings of:

1. Program and course descriptions through educational institutions
2. Continuing education workshops, seminars, etc., at conferences
3. Appropriate educational opportunities selected from continuing education activities in related professions

ACTIVITY: The Continuing Education Coordinator will develop a human resource bank of local, regional and national educators, consultants and presenters whose skills and talents may contribute to continuing library education in Oregon and the northwest.

ACTIVITY: The Continuing Education Coordinator will regularly publicize through newsletters of professional organizations and through the news media continuing education opportunities for individuals, groups and organizations.

OBJECTIVE III:

To disseminate systematically the final state plan after it is presented to the State Librarian.

ACTIVITY: The Continuing Education Coordinator will be responsible for writing a summary of the state plan for the Oregon Library Association News and other publications of library professional groups in Oregon.

ACTIVITY: The Continuing Education Coordinator will publish a notice of the report and a brief summary of its contents in the Oregon State Library Watermark.

ACTIVITY: The Executive Boards of each of the state professional library associations will be asked to adopt the recommendations made in the report at their next board meetings.

ACTIVITY: The Council, with the Continuing Education Coordinator, will present a program on continuing education and the state plan at the annual conferences of the state professional library associations within the next year.

ACTIVITY: The Continuing Education Coordinator will prepare press releases which summarize the report, to be sent to the library press.

ACTIVITY: The State Librarian will send copies of the report to appropriate state agencies, organizations, institutions and to the ERIC (Educational Resources Information Center) System.

Part III: EVALUATION

GOAL:

To continuously evaluate the provision of continuing library education in Oregon.

OBJECTIVE I:

To conduct an ongoing evaluation of the implementation and effectiveness of the Oregon Continuing Library Education plan.

ACTIVITY: One year after the adoption of the plan, an informal review of the work done to that point will be conducted by the Continuing Library Education Advisory Council working with the Continuing Education Coordinator.

ACTIVITY: Two years after the adoption of the plan, a formal evaluation of its implementation will be conducted by an outside consultant appointed by the State Librarian with the approval of the Continuing Library Education Advisory Council. On the basis of this and other evaluations, the state plan will be reassessed.

OBJECTIVE II:

To establish a process for continuous evaluation of continuing library education offered within the framework of the state plan.

ACTIVITY: The Continuing Education Coordinator will develop a process for continuous evaluation of all continuing education programming, insuring that appropriate and adequate data are collected and analyzed so that such programs may be improved.

IF WE GOT IT ALL TOGETHER...

APPENDIX

Information Gathering Project, OSL & OLA
Information Center/Library
Northwest Regional Educational Laboratory • 710 S.W. Second Avenue • Portland, Oregon 97204 • Telephone 248-6923

Dear Librarian:

Why have you received this?

Yours is one of a select group of libraries in the state which is being asked to respond to questions which will help you describe what you feel you need in continuing library education in order to do your professional work better.

From your comments we will be able to draw a better picture of **what exists now** and **what should exist** in educational activities and opportunities. Educators and trainers will then be able to decide, with facts and figures, what to offer, where to offer it, and how best to present it.

What's enclosed?

Two copies of the OSL & OLA Continuing Library Education Questionnaire are enclosed. We're hoping you will fill out one of them and that one of your paraprofessional staff members will fill out the other. Our descriptions of those roles appear at the top of the questionnaires.

How should you respond?

Please respond to each question with your own needs in mind (not those of others). Our survey sample will draw from both paraprofessional and professional librarians, media specialists, and information specialists in each region of the state.

When to respond: before APRIL 7

Please have your questionnaire in the stamped envelope and into a U.S. MAIL BOX not later than **Friday April 7.** We hope to have all responses tallied, summarized and ready to present at the Oregon Library Association Conference in Eugene April 20. But first we have to tally them! Respond early!

What's behind this survey?

This is one part of the information gathering project of the Oregon State Library and Oregon Library Association on present and future needs for continuing education in Oregon. By getting your facts on continuing education needs and citizens' facts on their library and information needs (through the Governor's Conference Citizens Speakouts) all of us can begin to prepare a realistic program for meeting both sets of needs.

What else?

There may be a "Get Together and Brainstorm" session near you in April. After you've responded to this questionnaire, plan to attend. There we'll be able to discuss the future and set some priorities. And if you have further thoughts, following your response to the questionnaire, contact us at 248-6923.

Sincerely,

Maggie Rogers

Maggie Rogers
Information Gathering Project, OSL & OLA
Continuing Library Education in Oregon

P.S. *If you should wish to sign the questionnaire so we can contact you further, be sure to also give your telephone number. If you prefer not to sign it, we appreciate your responding. Have a good day!*

OSL & OLA Library Continuing Education QUESTIONNAIRE:

(Comments may be written on back of sheet. Identify them by question number)

1. How important is continuing education to you (check one):

   ___ Very important
   ___ Somewhat important
   ___ Not important

2. Do you feel that your continuing education needs are being met (check one):

   ___ Very well
   ___ Adequately
   ___ Less than adequately

3. If you are not satisfied with the currently available continuing education opportunities open to you, why not? (check as many as apply):

   ___ Subjects you are interested in are not offered?
   ___ Content of courses is inappropriate (explain):
   _____
   ___ Times offered are not convenient
   ___ Offered at too great a distance from home
   ___ Expense is too great
   ___ Quality of instruction is poor
   ___ Other (explain): _____
   _____

4. Does your library support your continuing education needs by (check as many as apply):

   ___ Funding travel, registration fees, etc.
   ___ Giving time off from work
   ___ Providing continuing education experiences on the job
   ___ Providing information about continuing education offered

5. Would you prefer to take continuing education courses (check one):

   ___ For college credit only
   ___ For credit toward job advancement
   ___ Credit is not pertinent

6. Are you willing to take courses (check as many as apply):

   ___ In the evening (after 5 p.m.)
   ___ During the day (between 8 a.m. & 5 p.m.)
   ___ On weekends
   ___ During the summer or vacations

7. Which times of the year are best for you? (check as many as apply):

   ___ September through November
   ___ January through March
   ___ April through May
   ___ June through July
   ___ July through August
   ___ Other (describe): _____
   _____

8. Which of the following time formats do you prefer? (enter as many letters as are appropriate for each)

   _____ Workshops with group interaction
   _____ Lecture demonstrations
   _____ Apprenticeship or internship

   a – one day
   b – two days
   c – one week
   d – evening, once weekly, for a period of time
   e – evening, twice weekly, for a period of time
   f – one weekend
   g – two weekends, separated by a time period

9. How do you prefer to learn new skills? (check as many as apply):

   ___ Live lecture
   ___ Lecture via audiotape or radio
   ___ Film or TV demonstration
   ___ Live demonstration
   ___ Apprenticeship or internship (longer-term)
   ___ Discussion, interaction, & practice (shorter-term)
   ___ Reading print & illustrated articles
   ___ Programmed learning
   ___ Other _____
   _____

10. How do you prefer to update your theory and knowledge? (check as many as apply)

    ___ Live lecture
    ___ Lecture via audiotape or radio
    ___ Film or TV demonstration
    ___ Live demonstration
    ___ Apprenticeship or internship (longer-term)
    ___ Discussion, interaction, & practice (shorter-term)
    ___ Reading print & illustrated articles
    ___ Programmed learning
    ___ Other _____
    _____

11. From whom do you prefer to learn skills? (if through one-to-one interaction, enter 0 below; if through lecture or demonstration, enter L below)

    ___ From well-known expert in field
    ___ From university professor
    ___ From expert peer

12. From whom do you prefer to learn theory ? (if through one-to-one interaction, enter 0 below; if through lecture or demonstration, enter L below)

    ___ From well- known expert in field
    ___ From university professor or instructor
    ___ From expert peer

13. Which surroundings do you prefer for learning in group situations? (check as many as apply):

    ___ Home
    ___ Work
    ___ Hotel or motel meeting rooms
    ___ Isolated conference site
    ___ College or university classrooms
    ___ Public school classrooms
    ___ Other _____
    _____

14. How many continuing education experiences have you had in the last 2 years, including workshops, seminars, college courses, television courses, and correspondence courses (in the library or outside of the library)?

_____ (give number)

15. Of the continuing education experiences that you have had in the last 2 years, how many were (give numbers):

___ Television courses
___ In-house lectures or workshops
___ Workshops & seminars outside of the library (short intensive courses)
___ College courses (over a period of weeks, a few class hours each week)
___ Correspondence courses
___ Other (describe): _____

_____

16. What groups or institutions offered the continuing education experiences that you have had in the last 2 years (give numbers):

___ Business community
___ Higher education
___ In-service training at the district level
___ Professional organizations
___ Library or library system
___ State library
___ Other (describe): _____

_____

In the EIGHT STARRED QUESTIONS which follow, indicate which of the courses or learning experiences you would engage in to enhance your job performance or increase your chances of promotion.

*17. What learning experiences would you take to improve your skills in problem solving?

	would	not sure	would not	
17a	( )	( )	( )	Group problem solving techniques
17b	( )	( )	( )	Analysis, evaluation, & decision-making (individual)
17c	( )	( )	( )	Basic group process skills (interaction, communication, etc.)
17d	( )	( )	( )	Coping successfully with community politics
17e	( )	( )	( )	Other (describe): _____

_____

*18. What learning experiences would you take to develop your skills in working with people?

	would	not sure	would not	
18a	( )	( )	( )	Questioning and interviewing skills
18b	( )	( )	( )	Managing personnel relationships effectively
18c	( )	( )	( )	Communicating effectively with others
18d	( )	( )	( )	Speaking before groups
18e	( )	( )	( )	Managing processes by which groups work effectively
18f	( )	( )	( )	Teaching and demonstrating skills
18g	( )	( )	( )	Public relations
18h	( )	( )	( )	Other (describe): _____

_____

*19 What learning experiences would you take to develop your skills in financial planning and budgeting?

	would	not sure	would not	
19a	( )	( )	( )	Analyzing budgets from every angle
19b	( )	( )	( )	Basic budgeting practice: PPBS and others
19c	( )	( )	( )	Accounting and auditing practices
19d	( )	( )	( )	Applying for grants OR federal & state funding
19e	( )	( )	( )	Effective purchasing practices
19f	( )	( )	( )	Other (describe): _____

_____

*20. What learning experiences would you take to improve your work managing skills?

	would	not sure	would not	
20a	( )	( )	( )	Techniques for managing time and work
20b	( )	( )	( )	Managing by objectives
20c	( )	( )	( )	Effective uses for flow charting and Program Evaluation Review Technique (PERT) charting
20d	( )	( )	( )	Basic task analysis and work flow in libraries
20e	( )	( )	( )	Alternative administration styles
20f	( )	( )	( )	Other (describe): _____

_____

*21. What learning experiences would you take to enhance your skills in developing library programs?

would	not sure	would not	
21a ( )	( )	( )	Analyzing and evaluating library programs
21b ( )	( )	( )	Developing program planning ideas
21c ( )	( )	( )	Working effectively with diverse groups
21d ( )	( )	( )	Adapting staffing patterns to changing programs
21e ( )	( )	( )	Analyzing community information needs
21f ( )	( )	( )	Involving public media in library programs
21g ( )	( )	( )	Analyzing the success of programs with circulation (and other) statistics
21h ( )	( )	( )	Other (describe): _____

*22. What learning experiences would you take to enrich your theoretical background for decision making?

would	not sure	would not	
22a ( )	( )	( )	Computer applications in libraries
22b ( )	( )	( )	Architectural planning for libraries
22c ( )	( )	( )	Local, state, regional and national information networks
22d ( )	( )	( )	Computer retrieval; data bases and when to use them
22e ( )	( )	( )	Legislation relating to libraries
22f ( )	( )	( )	Federal funds, federal regulations and education
22g ( )	( )	( )	Archives, history and the management of records
22h ( )	( )	( )	Other (describe): _____

*23. What learning experiences would you take to update your earlier professional coursework?

would	not sure	would not	
23a ( )	( )	( )	Assessing and weeding the library collection
23b ( )	( )	( )	Reference tools and information retrieval
23c ( )	( )	( )	Indexing, abstracting and cataloging skills
23d ( )	( )	( )	Selecting non-print materials
23e ( )	( )	( )	Selecting audiovisual equipment
23f ( )	( )	( )	Selecting current literature for children
23g ( )	( )	( )	Selecting current literature for adults
23h ( )	( )	( )	Selecting current literature for young adults
23i ( )	( )	( )	Storytelling
23j ( )	( )	( )	Other (describe): _____

*24. What technical skills would you take further training in?

would	not sure	would not	
24a ( )	( )	( )	Computer programming and computer languages
24b ( )	( )	( )	Computer terminal information retrieval
24c ( )	( )	( )	Technical processing of print and nonprint media
24d ( )	( )	( )	Word processing machine skills
24e ( )	( )	( )	Photographic and filming skills for production
24f ( )	( )	( )	Media and graphics production skills
24g ( )	( )	( )	Professional and technical writing
24h ( )	( )	( )	Other (describe): _____

25. From the previous 8 starred questions, select and list by their numbers the five topics (including any you may have added to the list) that you feel are the most crucial to the enhancement of your own job performance over the next 5 years. List them in order of importance, entering the most important in space 1, etc.

1____ 2____ 3____ 4____ 5____

26. How would you envision professional associations in library, media, and information playing a part in library continuing education?

___ Leadership in instructional programs design
___ Instruction within instructional programs
___ Coordinator of information about other sources of coursework in continuing education
___ Accreditation and certification for continuing education
___ Other (describe): _____

27. How would you envision business and industry playing a part in continuing education for librarians

___ Leadership in instructional programs design
___ Instruction within instructional programs
___ Coordinator of information about other sources of coursework in continuing education
___ Accreditation and certification for continuing education
___ Other (describe): _____
_____

28. How would you envision the Oregon State Library playing a part in continuing education for librarians?

___ Leadership in instructional programs design
___ Instruction within instructional programs
___ Coordination of information about other sources of coursework in continuing education
___ Accreditation and certification for continuing education
___ Other (describe): _____
_____

29. Is the library that you work in a (check one):

___ Special library
___ City library
___ Branch in a system
___ Headquarters in a system
___ University or college
___ Community college
___ School district office
___ IED
___ High school
___ Junior high school
___ Elementary school
___ Other (describe): _____
_____

30. Do your primary job activities include (check as many as apply):

___ typing
___ filing
___ book selection
___ cataloging
___ reference/information retrieval
___ for adults
___ for children
___ for both
___ library administration
___ teaching or storytelling
___ involvement with audio-visual materials
___ other (explain):
_____
_____
_____

WE WELCOME ANY FURTHER COMMENTS:

31. Is your current role in your library as a (check one):

___ Para-professional (including clerks, library aides, technicians)
___ Professional librarian with or without MLS (including media specialist, information specialists, etc.)
___ Other (describe): _____
_____

32. What is your educational background? (check one)

___ Less than high school
___ High school diploma
___ Some college
___ 4-year college degree
___ MA or MS
___ MLS
___ Higher degree (explain): _____
_____

33. What distance do you normally travel (one way) for personal business and shopping? (check one)

___ 5-14 miles
___ 15-24 miles
___ 25-34 miles
___ 35-44 miles
___ 45 or more

34. Do you belong to organizations which offer (or which announce through publications) continuing library education opportunities?

___ Oregon State Library
___ Oregon Library Association
___ Oregon Educ. Media Assn. (or) GRAFICA
___ PNW Library Association
___ Special libraries (or) PASL
___ Assn. For Educ. Communication & Technology
___ American Library Association
___ Amer. Society for Information Science
___ Interstate Library Planning Council
___ Other (please list) _____
_____
_____
_____
_____
_____

Table 1: How important is continuing education to you? (Professional)

	Very Important	Somewhat Important	Not Important
School	65.7%	34.3	0.0
Public	53.8	34.8	11.4
Overall	63.4	34.4	2.2

Table 2: Do you feeling your continuing education needs are being met? (Professional)

	Very Well	Adequately	Less Than Adequately
School	6.5%	53.5	40.0
Public	8.5	30.6	60.9
Overall	6.8	49.0	44.2

Table 3: If you are not satisfied with the currently available continuing education opportunities open to you, why not? (Professional)

	Subjects Offered	Content of Courses Inappropriate	Times Offered	Distance From Home	Expense Too Great	Quality of Instruction Poor	Other
School	50.5%	3.8	28.2	51.4	25.8	18.1	14.1
Public	37.4	11.9	34.9	64.7	37.9	5.8	12.4
Overall	47.9	5.5	29.5	54.0	28.2	15.6	13.8

Table 4: How does your library support your continuing education? (Professional)

	Funding Travel, Registration Fees, etc.	Time Off From Work	Continuing Education On-the-Job	Information About Cont. Education	NA
School	51.5%	19.1	2.4	52.6	12.9
Public	71.7	60.8	23.4	16.6	14.6
Overall	55.5	27.3	6.5	45.5	13.2

Table 5: The importance of credit in continuing education. (Professional)

	College Credit	Credit Toward Job Advancement	Credit Not Pertinent
School	44.2%	32.1	23.7
Public	15.7	15.7	68.6
Overall	38.5	28.8	32.7

Table 6: What groups or institutions offered the continuing education experiences that you have had in the last two years? (Professional)

	Business Community	Higher Educ.	Inservice Training	Professional Organizations	Library or Library System	State Library	Other
School	0.3%	58.7	20.5	10.9	5.6	1.8	2.2
Public	4.7	10.8	12.9	19.6	23.5	23.1	5.4
Overall	1.1	49.2	19.0	12.6	9.2	6.0	2.9

Table 7: Types of courses taken in the last two years (Professional)

	Television Courses	Inhouse Lectures or Workshops	Outside Workshops or Seminars	College Courses	Correspondence Courses	Other
School	1.1%	9.9	38.8	49.4	0.1	0.7
Public	0.2	32.7	58.9	8.2	0.0	0.0
Overall	0.9	14.4	43.8	41.2	0.1	0.6

Table 8: Which surroundings do you prefer for learning in group situations? (Professional)

	Home	Work	Hotel or Motel Meeting Room	Isolated Conference Site	College or University Classroom	Public School Classrooms	Other
School	6.2%	25.2	37.9	49.7	80.7	54.3	6.2
Public	12.1	52.9	36.6	45.7	51.3	48.0	10.8
Overall	7.4	30.7	37.6	48.9	74.9	53.0	7.1

Table 9: Times Preferred for Continuing Education (Professional)

	Evening	Day	Weekends	Summer or Vacations
School	79.3%	2.5	39.0	74.9
Public	67.6	62.9	47.9	35.9
Overall	77.0	14.5	40.8	67.2

Table 10: Which times of year are best for you? (Professional)

	Sept.-Nov.	Jan.-Mar.	Apr.-May	June-July	July-Aug.	NA
School	41.9%	42.8	31.9	50.7	33.6	6.2
Public	56.1	47.5	46.0	18.8	21.0	18.7
Overall	44.7	43.7	34.6	44.4	31.1	8.7

Table 11: Time formats preferred for workshops with group interaction. (Professional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	31.6%	36.5	28.6	45.0	11.2	35.2	19.8
Public	74.7	57.4	8.9	16.2	3.0	52.1	19.5
Overall	40.1	40.6	24.7	39.3	9.6	38.5	19.7

Table 12: Time formats preferred for lecture/demonstrations. (Professional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	32.8%	18.1	12.8	75.8	18.3	13.1	14.0
Public	70.8	7.4	5.3	37.6	2.9	18.7	12.7
Overall	40.3	16.0	11.3	68.2	15.3	14.2	13.7

Table 13: Time formats preferred for apprenticeship or internship. (Professional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	8.6%	19.4	45.1	44.2	37.2	17.3	19.4
Public	14.8	6.1	75.9	10.5	4.6	4.1	4.1
Overall	9.8	16.8	51.2	37.5	30.7	14.7	16.4

Table 14: From whom do you prefer to learn SKILLS? (Professional)

	Well-Known Expert in Field	University Professor or Instructor	Expert Peer
School	70.5%	37.5	63.8
Public	64.2	35.6	64.7
Overall	69.2	37.1	64.0

Table 15: From whom do you prefer to learn SKILLS? (Professional)
(O = one-to-one interaction; L = lecture or demonstration)

	Well-Known Expert in Field		University Professor or Instructor		Expert Peer	
	O	L	O	L	O	L
School	43.2%	56.8	23.8	76.2	82.8	17.2
Public	19.0	81.0	7.8	92.2	81.5	18.5
Overall	38.4	61.6	20.6	79.4	82.5	17.5

Table 16: From whom do you prefer to learn THEORY? (Professional)

	Well-Known Expert in Field	University Professor or Instructor	Expert Peer
School	62.6%	54.3	43.7
Public	60.9	36.8	65.5
Overall	62.3	50.8	48.0

Table 17: From whom do you prefer to learn THEORY? (Professional)

	Well-Known Expert in Field		University Professor or Instructor		Expert Peer	
	O	L	O	L	O	L
School	15.3%	84.7	33.3	66.7	35.3	64.7
Public	2.1	97.9	3.1	96.9	50.9	49.1
Overall	12.7	87.3	27.3	72.7	38.4	61.6

Table 18: How do you prefer to learn new SKILLS? (Professional)

	Live Lecture	Lecture via Audiotape or Radio	Film or TV Demonstrations	Live Demonstrations	Internship	Discussion, Interaction and Practice	Print and Illus. Articles	Programmed Learning
School	46.9%	11.1	24.4	77.7	33.1	80.0	30.2	7.9
Public	68.8	8.9	26.8	76.4	30.0	65.8	53.1	5.8
Overall	51.2	10.7	24.9	77.4	32.4	77.2	34.7	7.5

Table 19: How do you prefer to learn THEORY? (Professional)

	Live Lecture	Lecture via Audiotape or Radio	Film or TV Demonstrations	Live Demonstrations	Internship	Discussion, Interaction and Practice	Print and Illus. Articles	Programmed Learning
School	53.2%	15.2	34.6	52.0	21.0	79.8	65.7	8.3
Public	69.5	13.2	27.5	49.8	19.4	53.1	77.4	2.7
Overall	56.4	14.8	33.1	51.6	20.6	74.5	68.0	7.2

Table 20: Course Topic Categories Preferred (Professional)

School		Public	
Problem Solving (Q17)	1.3	Developing Library Programs (Q21)	1.5
Working with People (Q18)	1.3	Working with People (Q18)	1.3
Financial Planning and Budgeting (Q19)	1.3	Financial Planning and and Budgeting (Q19)	1.3
Developing Library Programs (Q21)	1.2	Problem Solving (Q17)	1.3
Updating Professional Coursework (Q23)	1.2	Updating Professional Coursework (Q23)	1.2
Work Management Skills (Q20)	1.1	Work Management Skills (Q20)	1.1
Technical Skills (Q24)	1.0	Theory for Decision Making (Q22)	1.1
Theory for Decision Making (Q22)	0.8	Technical Skills (Q24)	0.7

(NOTE: For specific topics in each topic category, see the questionnaire in the appendix, questions 17-24.)

Table 21: Coordination of Continuing Education (Professional)

	Program Design	Instruction	Information About Sources	Accreditation-Certification	NA
Professional Organizations	65.9%	28.1	52.8	38.9	14.6
Business Community	19.4	46.8	17.0	4.2	31.0
Oregon State Library	42.0	43.7	71.1	19.9	12.2

Table 22: Do you belong to organizations which offer (or which announce through publications) continuing library education opportunities? (Professional)

	State Lib.	Ore. Lib. Assn.	Ore. Educ. Media Assn.	Pac. NW Lib. Assn.	Spec. Lib. Assn. (or PASL)	Assn. for Comm. & Tech.	Amer. Lib. Assn.	Amer. Soc. for Info. Science	Inter-state Lib. Plan. Coun.	Other	NA
School	21.2%	21.6	76.7	0.0	4.9	5.5	11.0	0.0	0.0	5.2	15.2
Public	45.9	66.5	7.9	23.1	1.0	0.0	24.3	0.0	13.6	13.3	0.0
Over-all	26.1	30.5	63.1	4.6	4.1	4.4	13.6	0.0	2.7	6.8	12.2

Table 23: How important is continuing education to you? (Paraprofessional)

	Very Important	Somewhat Important	Not Important
School	32.3%	58.9	8.8
Public	62.0	38.0	0.0
Overall	38.2	54.7	7.1

Table 24: Do you feeling your continuing education needs are being met? (Paraprofessional)

	Very Well	Adequately	Less Than Adequately
School	24.2	11.5	64.3
Public	9.3	34.8	55.9
Overall	21.2	16.1	62.7

Table 25: If you are not satisfied with the currently available continuing education opportunities open to you, why not? (Paraprofessional)

	Subjects Offered	Content of Courses Inappro-priate	Times Offered	Distance From Home	Expense Too Great	Quality of Instruction Poor	Other
School	26.9%	5.7	42.8	63.4	23.9	0.0	5.7
Public	47.3	1.5	52.4	67.4	36.5	2.7	1.5
Overall	31.0	4.9	44.7	64.1	26.4	0.5	4.9

Table 26: How does your library support your continuing education? (Paraprofessional)

	Funding Travel, Registration Fees, etc.	Time Off From Work	Continuing Education On-the-Job	Information About Cont. Education	NA
School	12.2%	11.3	20.2	13.6	49.0
Public	44.4	45.9	36.1	49.4	17.9
Overall	18.6	18.2	23.3	20.7	42.8

Table 27: Course Topic Categories Preferred (Paraprofessional)

School		Public	
Developing Library Programs (Q21)	1.4	Updating Professional Course-work (Q23)	1.5
Problem Solving (Q17)	1.3	Problem Solving (Q17)	1.4
Work Management Skills (Q20)	1.3	Work with People (Q18)	1.3
Updating Professional Course-work (Q23)	1.3	Developing Library Programs (Q21)	1.3
Working with People (Q18)	1.2	Financial Planning and Budgeting (Q19)	1.1
Financial Planning and Budgeting (Q19)	1.1	Work Management Skills (Q20)	1.1
Technical Skills (Q24)	1.0	Theory for Decision Making (Q22)	1.0
Theory for Decision Making (Q22)	0.9	Technical Skills (Q24)	0.9

(NOTE: For specific topics in each topic category, see the questionnaire in the appendix, questions 17-24.)

Table 28: Coordination of Continuing Education (Paraprofessional)

	Program Design	Instruction	Information About Sources	Accreditation-Certification	NA
Professional Organizations	22.0%	31.9	44.6	23.0	33.8
Business Community	25.9	26.8	41.1	17.5	33.2
Oregon State Library	53.7	34.8	40.9	26.5	22.4

Table 29: Do you belong to organizations which offer (or which announce through publications) continuing library education opportunities? (Paraprofessional)

	State Lib.	Ore. Lib. Assn.	Ore. Educ. Media Assn.	Pac. NW Lib. Assn.	Spec. Lib. Assn. (or PASL)	Assn. for Comm. & Tech.	Amer. Lib. Assn.	Amer. Soc. for Info. Science	Inter-state Lib. Plan. Coun.	Other	NA
School	0.0%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0
Public	12.5	29.9	0.0	0.0	1.9	0.0	0.0	0.0	0.0	2.4	58.2
Over-all	2.5	5.9	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.5	91.7

Table 30: Do you feel your continuing education needs are being met? (Professional)

	Very Well	Adequately	Less than Adequately
970--	2.2%	40.7	57.1
971--	22.0	36.3	41.7
972--	12.4	80.0	7.6
973--	12.8	53.6	33.6
974--	0.0	53.8	46.2
975--	0.0	34.3	65.7
976--	0.0	45.6	54.4
977--	0.0	5.0	95.0
978--	8.1	41.9	50.0
979--	0.0	0.0	100.0
Overall	6.8	49.0	44.2

Table 31: If you are not satisfied with the currently available continuing education opportunities open to you, why not? (Professional)

	Subjects Offered	Content of Courses Inappropriate	Times Offered	Distance From Home	Expense Too Great	Quality of Instruc-tion Poor	Other
970--	53.3%	19.5	39.0	63.6	24.7	33.8	16.9
971--	52.2	0.0	36.9	32.6	23.9	0.0	19.6
972--	60.0	0.0	27.9	2.6	20.00	20.0	20.0
973--	33.6	3.1	26.6	50.0	39.8	13.3	23.5
974--	56.6	2.8	34.8	78.3	24.5	16.0	2.8
975--	80.0	9.8	29.9	49.9	45.0	0.0	0.0
976--	0.0	0.0	36.9	100.0	63.2	0.0	0.0
977--	45.0	5.0	5.0	55.0	5.0	45.0	0.0
978--	20.9	0.0	9.3	79.0	18.6	0.0	20.9
979--	39.5	9.9	9.9	69.2	19.8	9.9	0.0
Overall	47.9	5.5	29.5	54.0	28.2	15.6	13.8

Table 32: What is your educational background? (Professional)

	High School Diploma	Some College	4-Year College Degree	MA or MS	MLS
970--	0.0%	4.4	2.2	50.4	43.0
971--	3.1	3.0	17.4	67.2	9.3
972--	0.0	0.0	13.5	76.7	9.8
973--	2.6	2.7	11.8	27.1	55.8
974--	0.0	19.0	34.8	32.0	14.2
975--	10.5	3.5	50.3	25.1	10.6
976--	17.5	0.0	36.9	36.8	8.8
977--	0.0	0.0	10.0	45.0	45.0
978--	0.0	17.5	50.0	0.0	32.5
979--	0.0	0.0	71.4	28.6	0.0
Overall	2.0	6.8	23.1	41.1	27.0

Table 33: How many continuing education experiences have you had in the last two years? (Professional)

970--	2.6	976--	1.5
971--	5.3	977--	1.8
972--	4.1	978--	2.5
973--	5.2	979--	1.6
974--	5.1	School--	4.0
975--	4.7	Public--	3.7

Overall--3.9

Table 34: Course topics preferred by school library professionals

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
1. Analyzing and evaluating library programs (21a)	1.7	72.7
2. Developing program planning ideas (21b)	1.7	72.7
3. Managing personnel relationships effectively (18b)	1.6	69.3
4. Effective purchasing practices (19e)	1.6	63.1
5. Analysis, evaluation and decision making (individual) (17b)	1.5	63.2
6. Communicating effectively with others (18c)	1.5	68.1
7. Applying for grants or federal and state funding (19d)	1.5	68.4
8. Alternative administration styles (20e)	1.5	55.7
9. Reference tools and information retrieval (23b)	1.5	69.1

Table 34 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
10. Group problem solving techniques (17a)	1.4	49.1
11. Techniques for managing time and work (20a)	1.4	59.2
12. Federal funds, regulations and education (22f)	1.4	56.7
13. Assessing and weeding the library collection (23a)	1.4	61.1
14. Media and graphics production skills (24f)	1.4	60.8
15. Basic group process skills (interaction, communications, etc.) (17c)	1.3	47.3
16. Managing processes by which groups work effectively (18e)	1.3	42.7
17. Public relations (18g)	1.3	47.9
18. Basic budgeting practice (19b)	1.3	51.0
19. Basic task analysis and work flow in libraries (20d)	1.3	47.3
20. Selecting nonprint materials (23d)	1.3	53.2
21. Selecting current literature for children (23f)	1.3	55.0
22. Selecting current literature for young adults (23h)	1.3	55.6
23. Teaching and demonstrating skills (18f)	1.2	49.5
24. Analyzing budgets from every angle (19a)	1.2	47.3
25. Working with diverse groups (21c)	1.2	45.0
26. Selecting audiovisual equipment (23e)	1.2	47.2
27. Photographic and filming skills for production (24e)	1.2	52.3
28. Involving public media in library programs (21f)	1.1	32.6
29. Analyzing the success of programs with statistics (21g)	1.1	29.6
30. Legislation relating to libraries (22e)	1.1	28.5
31. Indexing, abstracing and cataloging skills (23c)	1.1	41.3
32. Professional and technical writing (24g)	1.1	52.3
33. Speaking before groups (18d)	1.0	29.6
34. Management by objectives (20d)	1.0	47.3
35. Coping successfully with community politices (17d)	0.9	32.2
36. Questioning and interviewing skills (18a)	0.9	26.1
37. Adapting staffing patterns to changing programs	0.9	30.3
38. Analyzing community information needs (21e)	0.9	24.2
39. Selecting current literature for adults (23g)	0.9	29.4
40. Storytelling (23i)	0.9	39.9
41. Technical processing of print and nonprint material (24c)	0.9	25.8

Table 34 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
42. Accounting and auditing practices (19c)	0.8	25.5
43. Architectural planning for libraries (22b)	0.8	21.0
44. Local, state, regional and national information networks (22c)	0.8	19.5
45. Computer retrieval: data bases and when to use them (22d)	0.8	26.5
46. Computer terminal information retrieval (24b)	0.8	25.6
47. Computer programming and computer languages (24a)	0.7	22.1
48. Computer applications in libraries (22a)	0.6	23.6
49. Archives, history and records management (22g)	0.6	11.2
50. Word processing machine skills (24d)	0.6	10.2
51. Flow charting and PERT (20c)	0.5	7.9

Table 35: Course topics preferred by public library professionals.

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
1. Analyzing community information needs (21e)	1.7	71.8
2. Managing personnel relations effectively (18b)	1.6	72.4
3. Analyzing and evaluating library programs (21a)	1.6	65.1
4. Developing program planning ideas (21b)	1.6	68.1
5. Analyzing success of programs with statistics (21g)	1.5	64.6
6. Selecting current literature for adults (23g)	1.5	72.8
7. Questioning and interviewing skills (18a)	1.4	55.8
8. Communicating effectively with others (18c)	1.4	59.0
9. Basic budgeting techniques (19b)	1.4	62.6
10. Applying for grants or federal and state funding (19d)	1.4	56.2
11. Techniques for managing time and work (20a)	1.4	58.8
12. Assessing and weeding the library collection (23a)	1.4	62.1
13. Reference tools and information retrieval (23b)	1.4	59.9

Table 35 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
14. Coping with community politics (17d)	1.3	54.6
15. Public relations (18g)	1.3	54.3
16. Analyzing budgets from every angle (19a)	1.3	53.1
17. Effective purchasing practices (19e)	1.3	55.3
18. Task analysis and work flow in libraries (20d)	1.3	56.9
19. Alternative administration styles (20e)	1.3	49.5
20. Working effectively with diverse groups (21c)	1.3	51.3
21. Involving public media in library Programs (21f)	1.3	53.3
22. Local, state, regional and national information networks (22c)	1.3	49.8
23. Selecting current literature for young adults (23h)	1.3	56.1
24. Group problem solving techniques (17a)	1.2	45.7
25. Analysis, evaluation and decision making (individual) (17b)	1.2	47.9
26. Management by objectives (20b)	1.2	37.3
27. Adapting staffing patterns to changing programs (21d)	1.2	49.4
28. Computer retrieval: data bases and when to use them (22d)	1.2	41.9
29. Federal funds, federal regulations and education (22f)	1.2	39.3
30. Selecting nonprint materials (23d)	1.2	45.7
31. Basic group process skills (17c)	1.1	44.8
32. Managing processes by which groups work effectively (18e)	1.1	39.0
33. Computer applications in libraries (22a)	1.1	47.1
34. Architectural planning for libraries (22b)	1.1	43.4
35. Legislation relating to libraries (22e)	1.1	34.5
36. Selecting audiovisual equipment (23e)	1.1	41.9
37. Computer terminal information retrieval (24b)	1.1	46.5
38. Speaking before groups (18d)	1.0	36.5
39. Teaching and demonstrating skills (18f)	1.0	41.8
40. Indexing, abstracting and cataloging skills (23c)	1.0	39.6
41. Selecting current literature for children (23f)	1.0	44.4
43. Accounting and auditing practices (19c)	0.9	32.3
44. Storytelling (23i)	0.9	32.1

Table 35 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
44. Professional and technical writing (24g)	0.9	32.5
45. Archives, history and records management (22g)	0.8	21.9
46. Computer programming and computer languages (24a)	0.8	28.0
47. Flow charting and PERT charting (20c)	0.7	18.7
48. Media and graphics production skills (24f)	0.7	22.6
49. Technical processing of print and nonprint media (24c)	0.6	16.0
50. Photographic and filming skills for production (24e)	0.5	16.8
51. Word processing machine skills (24d)	0.4	3.2

Table 36: What groups or institutions offered the continuing education experiences that you have had in the last two years? (Paraprofessional)

	Business Community	Higher Educ.	Inservice Training	Professional Organizations	Library or Library System	State Library	Other
School	2.8%	52.1	29.4	2.2	10.7	0.0	2.8
Public	1.8	16.5	0.0	15.9	57.0	4.5	4.3
Overall	2.5	45.1	23.6	4.9	19.9	0.9	3.1

Table 37: Types of courses taken in the last two years (Paraprofessional)

	Television Courses	Inhouse Lectures or Workshops	Outside Workshops or Seminars	College Courses	Correspondence Courses	Other
School	4.6%	22.7	27.7	43.1	1.9	0.0
Public	1.5	34.3	54.5	8.5	1.2	0.0
Overall	4.0	25.0	33.0	36.3	1.7	0.0

Table 38: The importance of credit in continuing education. (Paraprofessional)

	College Credit	Credit Toward Job Advancement	Credit Not Pertinent
School	10.2%	47.8	42.0
Public	10.3	53.3	36.4
Overall	10.2	48.9	40.9

Table 39: Which surroundings do you prefer for learning in group situations? (Paraprofessional)

	Home	Work	Hotel or Motel Meeting Room	Isolated Conference Site	College or University Classroom	Public School Classrooms	Other
School	4.1%	53.5	25.5	26.9	51.5	62.4	0.0
Public	19.3	71.5	36.2	35.7	67.1	67.2	8.9
Overall	7.1	57.1	27.7	28.7	54.6	63.3	1.8

Table 40: Times Preferred for Continuing Education (Paraprofessional)

	Evening	Day	Weekends	Summer or Vacations
School	76.4%	17.0	41.3	50.4
Public	79.5	69.0	24.8	28.6
Overall	77.0	27.3	38.0	46.1

Table 41: Which times of year are best for you? (Paraprofessional)

	Sept.-Nov.	Jan.-Mar.	Apr.-May	June-July	July-Aug.	NA
School	39.7%	40.5	24.6	32.0	22.1	20.7
Public	75.4	45.9	69.5	38.6	36.9	6.5
Overall	46.7	41.6	33.5	33.3	25.0	17.9

Table 42: Time formats preferred for workshops with group interaction. (Paraprofessional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	33.7%	11.6	8.0	55.8	14.1	25.0	23.2
Public	72.8	35.8	2.5	37.0	14.4	30.6	5.8
Overall	41.4	16.4	6.9	52.1	14.2	26.1	19.8

Table 43: Time formats preferred for lecture/demonstrations. (Paraprofessional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	43.0%	13.5	12.2	62.3	24.0	20.2	12.7
Public	46.4	16.3	2.2	73.0	2.2	15.5	5.3
Overall	43.7	14.1	10.2	64.4	19.7	19.3	11.2

Table 44: Time formats preferred for apprenticeship or internship. (Paraprofessional)

	One Day	Two Days	One Week	Evening, Once Weekly	Evening, Twice Weekly	One Weekend	Two Weekends
School	23.1%	11.6	25.4	60.5	27.1	12.7	12.7
Public	8.4	18.1	60.0	37.3	13.0	4.0	8.4
Overall	20.2	12.9	32.3	55.9	24.3	11.0	11.8

Table 45: From whom do you prefer to learn SKILLS? (Paraprofessional)

	Well-Known Expert in Field	University Professor or Instructor	Expert Peer
School	74.4%	49.7	65.0
Public	51.0	32.1	73.9
Overall	69.8	46.3	66.7

Table 46: From whom do you prefer to learn SKILLS? (Paraprofessional)
(O = one-to-one interaction; L = lecture or demonstration)

	Well-Known Expert in Field		University Professor or Instructor		Expert Peer	
	O	L	O	L	O	L
School	14.4%	85.6	14.2	85.8	63.7	36.3
Public	26.3	73.7	19.0	81.0	64.1	35.9
Overall	16.7	83.3	15.2	84.8	63.8	36.2

Table 47: From whom do you prefer to learn THEORY? (Paraprofessional)

	Well-Known Expert in Field	University Professor or Instructor	Expert Peer
School	90.1%	56.1	64.9
Public	70.2	35.7	54.1
Overall	86.2	52.1	62.8

Table 48: From whom do you prefer to learn THEORY? (Paraprofessional)

	Well-Known Expert in Field		University Professor or Instructor		Expert Peer	
	O	L	O	L	O	L
School	12.9%	87.1	10.6	89.4	66.6	33.4
Public	7.9	92.1	8.6	91.4	49.0	51.0
Overall	11.9	88.1	10.2	89.8	63.1	36.9

Table 49: How do you prefer to learn new SKILLS? (Paraprofessional)

	Live Lecture	Lecture via Audiotape or Radio	Film or TV Demonstrations	Live Demonstrations	Internship	Discussion, Interaction and Practice	Print and Illus. Articles	Programmed Learning
School	55.4%	10.3	19.4	83.3	37.2	77.5	36.7	10.3
Public	63.9	6.1	30.5	81.8	52.2	76.4	35.5	11.7
Overall	57.1	9.5	21.6	83.0	40.1	77.6	36.4	10.6

Table 50: How do you prefer to learn THEORY? (Paraprofessional)

	Live Lecture	Lecture via Audiotape or Radio	Film or TV Demonstrations	Live Demonstrations	Internship	Discussion, Interaction and Practice	Print and Illus. Articles	Programmed Learning
School	44.3%	6.7	32.6	56.5	37.7	64.2	53.8	13.1
Public	75.1	9.7	34.9	76.8	44.1	67.8	64.6	7.3
Overall	50.4	7.3	33.0	52.2	38.9	64.9	55.9	11.9

Table 51: Course topics preferred by school library paraprofessionals

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
1. Communicating effectively with others (18c)	1.9	91.5
2. Techniques for managing time and work (20a)	1.9	91.3
3. Indexing, abstracting and cataloging skills (23c)	1.8	82.2
4. Analysis, evaluation and decision making (individual) (17b)	1.6	70.1
5. Managing personnel relationships effectively (18b)	1.6	67.5
6. Analyzing and evaluating library programs (21a)	1.6	69.0

Table 51 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
7. Working effectively with diverse groups (21c)	1.6	60.5
8. Basic group process skills (interaction, communications, etc.) (17c)	1.5	57.8
9. Effective purchasing practices (19e)	1.5	52.8
10. Basic task analysis and work flow in libraries (20d)	1.5	56.0
11. Developing program planning ideas (21b)	1.5	61.4
12. Assessing and weeding the library collection (23a)	1.5	72.8
13. Teaching and demonstrating skills (18f)	1.4	63.7
14. Managing by objectives (20b)	1.4	48.4
15. Analyzing community information needs (21e)	1.4	42.4
16. Involving public media in library programs (21f)	1.4	52.0
17. Reference tools and information retrieval (23b)	1.4	62.9
18. Group problem solving techniques (17a)	1.3	49.1
19. Analyzing budgets from every angle (19a)	1.3	64.2
20. Analyzing the success of programs with statistics (21g)	1.3	41.7
21. Archives, history and records management (22g)	1.3	53.0
22. Selecting nonprint materials (23d)	1.3	53.4
23. Selecting audiovisual equipment (23e)	1.2	57.1
24. Selecting current literature for young adults (23h)	1.2	59.4
25. Media and graphics, production skills (24f)	1.2	56.0
26. Public relations (18g)	1.1	32.4
27. Adapting staffing patterns to changing Programs (21d)	1.1	36.7
28. Selecting current literature for adults 23g)	1.1	50.5
29. Technical processing of print and nonprint media (24c)	1.1	46.6
30. Professional and technical writing (24g)	1.1	42.2
31. Speaking before groups (18d)	1.0	32.7
32. Basic budgeting practices (19b)	1.0	39.8
33. Accounting and auditing practices (19c)	1.0	19.2
34. Flow charting and PERT charting (20c)	1.0	30.2
35. Storytelling (23i)	1.0	44.1

Table 51 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
36. Managing processes by which groups work effectively (18e)	0.9	24.7
37. Apply for grants or federal and state funding (19d)	0.9	33.6
38. Computer applications in libraries (22a)	0.9	35.9
39. Architectural planning for libraries (22b)	0.9	29.0
40. Legislation relating to libraries (22e)	0.9	23.3
41. Federal funds, federal regulations and education (22f)	0.9	23.0
42. Selecting current literature for children (23f)	0.9	27.3
43. Computer programming and languages (24a)	0.9	26.8
44. Coping successfully with community politics (17d)	0.8	33.5
45. Local, state, regional and national information networks (22c)	0.8	10.0
46. Computer terminal information retrieval (24b)	0.8	18.8
47. Word processing machine skills (24d)	0.8	25.2
48. Photographic and filming skills for production (24e)	0.8	30.6
49. Alternative administration styles (20e)	0.7	15.2
50. Computer retrieval: data bases and when to use them (22d)	0.7	12.8
51. Questioning and interviewing skills (18a)	0.6	10.0

Table 52: Course topics preferred by public library paraprofessionals

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
1. Communicating effectively with others (18c)	1.8	87.6
2. Selecting current literature for adults (23g)	1.8	82.9
3. Reference tools and information retrieval (23b)	1.7	76.8
4. Public relations (18g)	1.6	73.1
5. Techniques for managing time and work (20a)	1.6	64.1
6. Analyzing community information needs (21e)	1.6	71.2
7. Assessing and weeding the library collection (23a)	1.6	70.2

Table 52 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
8. Indexing, abstracting and cataloging skills (23c)	1.6	71.6
9. Selecting current literature for young adults (23h)	1.6	69.3
10. Analysis, evaluation and decision making (individual) (17b)	1.5	65.8
11. Basic group process skills (interaction, communication, etc.) (17c)	1.5	63.6
12. Selecting current for children (23f)	1.5	60.6
13. Group problem solving techniques (17a)	1.4	52.9
14. Managing personnel relationships effectively (18b)	1.4	60.3
15. Basic task analysis and work flow in libraries (20d)	1.4	58.6
16. Working effectively with diverse groups (21c)	1.4	58.9
17. Involving public media in library programs (21f)	1.4	57.8
18. Selecting nonprint materials (23d)	1.4	57.8
19. Questioning and interviewing skills (18a)	1.3	58.3
20. Basic budgeting practice (19b)	1.3	54.1
21. Analyzing and evaluating library programs (21a)	1.3	51.6
22. Developing program planning ideas (21b)	1.3	54.3
23. Storytelling (23i)	1.3	58.8
24. Effective purchasing practices (19e)	1.2	43.5
25. Management by objectives (20b)	1.2	38.2
26. Analyzing the success of programs with statistics (21g)	1.2	37.7
27. Local, state, regional and national information networks (22c)	1.2	39.1
28. Legislation relating to libraries (22e)	1.2	39.2
29. Coping successfully with community politics (17d)	1.1	28.1
30. Analyzing budgets from every angle (19a)	1.1	40.0
31. Apply for grants or federal and state funding (19d)	1.1	38.5
32. Federal funds, federal regulations and education (22f)	1.1	40.0
33. Archives, history and records management (22g)	1.1	41.1
34. Selecting audiovisual equipment (23e)	1.1	34.4

Table 52 (Continued)

Course Topics	Ranking No.	Percentage of Respondents Who Would Take Class
35. Speaking before groups (18d)	1.0	33.6
36. Adapting staffing patterns to changing programs (21d)	1.0	41.7
37. Computer applications in libraries (22a)	1.0	44.6
38. Computer programming and languages (24a)	1.0	36.4
39. Computer terminal information retrieval (24b)	1.0	39.1
40. Technical processing of print and nonprint media (24c)	1.0	31.1
41. Managing processes by which groups work effectively (18e)	0.9	29.4
42. Teaching and demonstrating skills (18f)	0.9	38.6
43. Accounting and auditing practices (19c)	0.9	31.0
44. Alternative administration styles (20e)	0.9	25.2
45. Computer retrieval: data bases and when to use them (22d)	0.9	32.3
46. Word processing machine skills (24d)	0.8	22.2
47. Media and graphics production skills (24f)	0.8	22.7
48. Phogoraphic and filming skills for production (24e)	0.7	24.5
49. Professional and technical writing (24g)	0.7	29.7
50. Flow charting and PERT charting (20e)	0.6	6.5
51. Architectural planning for libraries (22b)	0.6	14.9

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